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ABSTRACT

This report provides information about special populations in Illinois as well as information about services and programs designed to serve these targeted groups. It addresses the needs, services, and resources for making vocational education programs accessible to the populations identified at both the federal and state levels for targeted emphasis. Introductory sections discuss responsibility for access, the Illinois population, and educational facilities and enrollments. Information is provided on these specific populations: economically disadvantaged; incarcerated population; minority populations; dropouts and potential dropouts; work force members needing retraining; single parents/homemakers; and disadvantaged, handicapped, and limited English speaking persons. For each population, this information is given: a description of the population in need, number served, and services provided. Results are then provided of a survey of 61 vocational education delivery system administrators and 49 community college deans that assessed their perceptions of recent events that affected access to vocational education. Respondents (85% of the individuals surveyed) gave comments and registered their ratings on Likert-type scales regarding the following developments: (1) federal funding for special populations via the Carl D. Perkins Vocational Education Act; (2) school reform initiatives, including increased high school graduation requirements; and (3) Illinois' Education for Employment Policy. A final section makes recommendations and suggests actions by the State Board of Education to continue to emphasize access of vocational education and populations, monitor the results of programs in place, and plan for the needs of future workers in Illinois. Twenty-four references are appended. (YLB)

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Access of Targeted Populations to Quality Vocational Education

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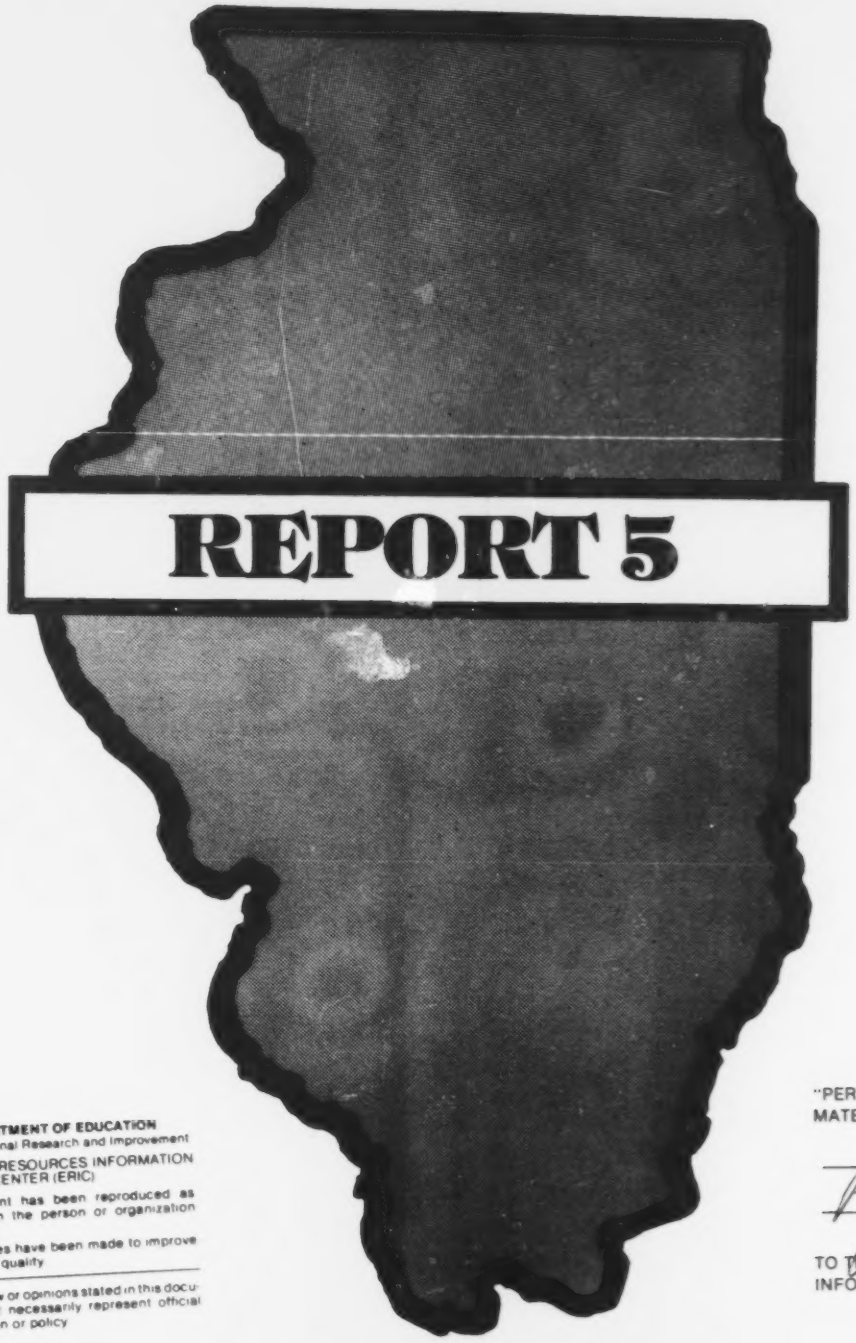

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ILLINOIS COUNCIL ON VOCATIONAL EDUCATION
1987-1988

This report is one in a series of 25 technical reports prepared to fulfill mandates of the Carl D. Perkins Vocational Education Act, 1984.

CE056100

REPORT 5

ACCESS OF TARGETED POPULATIONS TO QUALITY VOCATIONAL EDUCATION

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TO: Governor James R. Thompson
Lauro Cavazos, Secretary of Education
Elizabeth Dole, Secretary of Labor
Illinois State Board of Education
Illinois Job Training Coordinating Council

The Illinois Council on Vocational Education has the responsibility for assessing the extent to which special populations have access to quality vocational education programs. On behalf of all that concern themselves with the success of this targeted population, I submit this report.

The issue we have here is a focus on the several population groups in need of additional attention and special services to assure the students access to quality vocational education. These groups of individuals are the topic of this report. Attention to their needs is provided in a variety of ways. This report addresses the adequacy and effectiveness of efforts in Illinois to focus on these needs.

The Rehabilitation Act of 1973 opened our schools' doors to handicapped children allowing them legal recourse to obtaining an education. A handicapped individual is defined as "any individual who has a physical or mental impairment which substantially limits one or more of such persons major life activities." The Carl D. Perkins Act of 1984 took this initiative one step further to redefine this group of individuals to include segments of the population who may need special assistance or support in order to benefit from vocational education. This group, known as Special Populations includes: handicapped, disadvantaged, limited-English-proficient, criminal offenders, single parents, teen parents, minority populations, adults, homemakers, and men and women participating in programs designed to eliminate sex bias and stereotyping.

Student access to quality vocational education programs remains an essential barrier noted throughout the system. The impact of restricted access is a fragmented, undependable achievement level and workforce readiness. Recognizing that vocational education has come a long way since the early days of the Carl D. Perkins Act includes recognizing that much remains to be done. It is this challenge that ICoVE renews and continues to observe and analyze.

Sincerely,

Valee L Salone

Valée L. Salone, Esq., A.C.S.W.

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"Perhaps the most devastating impact of basic workplace deficiencies falls upon the disadvantaged who are outside the economic mainstream, struggling to get in. For those attempting to enter the workforce and those who have been displaced from their jobs, such deficiencies inhibit entry into productive and well-paying work, pinning those disadvantaged at the bottom of the economic heap."

WORKPLACE BASICS: THE SKILLS EMPLOYERS WANT
American Society of Training Department
and Department of Labor

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PREFACE

The Illinois Council on Vocational Education has responsibility for assessing the extent to which special populations have access to quality vocational education programs. Special populations include segments of the population who may need special assistance or support in order to benefit from vocational education.

This report is designed to meet two of the Carl D. Perkins Vocational Education Act requirements of the Illinois Council on Vocational Education for assessing the accessibility of special populations to quality vocational education programs. The first requirement requests the Illinois Council to

> *report on the extent to which individuals described in Section 201 (b)* [handicapped and disadvantaged individuals; adults who are in need of training and retraining; individuals who are single parents or homemakers; individuals in programs designed to eliminate sex bias and stereotyping in vocational education; criminal offenders serving in correctional institutions] *are provided with equal access to quality vocational education programs." [Section 112 (d)(8)(e)]*

The Council is required to make its report to the State Board. The second responsibility addressed by this report is the mandate to "evaluate at least once every two years the vocational education program delivery systems assisted under the Act, in terms of adequacy and effectiveness in achieving the purposes of the Act." This report addresses the purpose of the Perkins Act which states:

> *assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering non-traditional occupations, adults who are in need of training, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions. [Section 2 (2)]*

Following its evaluation, the Perkins Act requires ICoVE to "advise the Governor, the State board, the State job training coordinating council, the Secretary [of Education], and the Secretary of Labor of these findings and recommendations."

ABOUT THIS REPORT

Several population groups have been targeted as those in need of additional attention and special services to assure their access to quality vocational education. These groups of individuals are the topic of this report.

Throughout vocational education literature, the group is interchangeably referred to as targeted populations, special populations, special needs students, or "at-risk" populations. JTPA literature refers to these segments of the population as those who face barriers to employment. In all cases, members of these population groups may need special programs or services to access the benefits of education and training. Attention to these needs is provided in a variety of ways. This report addresses the adequacy and effectiveness of efforts focusing on these needs.

The segments of the population identified as needing special services are those which historically have had high rates of unemployment or under-employment, low levels of job skills, high rates of dependency on public assistance, and low educational achievement. They have been stereotyped in such a way as to limit advancement or success in a career or have had economic or handicapping conditions that limit their participation in education and training programs.

POPULATION SEGMENTS IDENTIFIED AS TARGETED POPULATIONS
(includes federal and state designations)

- **HANDICAPPED**, including mental and physical
- **DISADVANTAGED**, including economic or academic disadvantaged
  - Members of economically disadvantaged families
  - Migrants
  - Dropouts or potential dropouts
- **LIMITED-ENGLISH-PROFICIENT** individuals (LEP)
- **CRIMINAL OFFENDERS**, serving in a correctional institution
- **SINGLE PARENTS**
- **TEEN PARENTS**
- **MINORITY RACIAL POPULATIONS**
- **ADULTS** in need of training and retraining
  - Unemployed
  - Underemployed
  - Dislocated workers
  - Unskilled, low skilled, inappropriate skills
  - Lack literacy skills
  - Older workers
- **HOMEMAKERS**, adults who have worked primarily in the home without remuneration
- **MEN AND WOMEN** participating in programs (designed to eliminate sex bias and stereotyping) which prepare them for employment in areas traditionally gender-oriented

KEY QUESTIONS

The report answers key questions about the accessibility of targeted populations to quality vocational education programs, including the incentives

used to encourage the needed services. Key questions were used to guide ICoVE's assessment:

- What are the special populations needing access to quality vocational education programs?
- How many special population students are being served by vocational education?
- What services are needed and being provided to special population groups?
- What incentives are provided to encourage special services to these targeted groups?
- How does Illinois assure that targeted groups will be served?

Additional questions were addressed as part of a cooperative venture of ICoVE with the National Association of State Councils on Vocational Education (NASCOVE). NASCOVE has identified several issues it is asking all state councils to include in their reporting. The purpose of this activity is to provide compatible national information regarding several discussions. These questions include:

- What percentage of the special needs populations is enrolled in quality vocational education programs?
- To what extent do high school graduation requirements or other school reform efforts limit accessibility of special populations to vocational education?
- To what extent are system components such as instruction personnel, equipment, transportation, day care, counseling, employment placement, and others used to adequately serve special populations at the secondary level? At the postsecondary level?
- To what extent have special funds affected services to the special populations?
- To what degree does the funding formula within the state affect the ability to serve the needs of the disadvantaged and handicapped?

FORMAT AND CONTENT

Information about special populations is plentiful, as is information about the services and programs designed to serve these targeted groups. Information about the results of these services varies. Most result information is quantified in terms of numbers served and funds used to provide the services.

In presenting this report, ICoVE attempts to address the needs and services pertaining to each population group. However, that is not always possible because of the format of information about the services, resources, and needs

of each group. The format of information available varies by the type of program and funding source. In some cases, specific population groups cannot be aligned with specific services or funding sources because the service and resources may be used to serve more than one group. For that reason, this report contains sections which describe more than one segment, as well as sections specific to those segments.

This report addresses the needs, services, and resources for making quality vocational education programs accessible to the populations identified at both the federal and state levels for targeted emphasis. Some services and groups are reported in other ICoVE Technical Reports. References to these reports are cited to alleviate duplication of reporting.

ICoVE used information from the vocational education data system (VEDS) and vocational education special project reports as its resource for reporting the members or individuals served and the funds used to serve them. Reports of the Illinois Community College Board were used to supplement this information.

Information concerning the general elementary and secondary population is from reports of the Illinois State Board of Education. The ICCB also provided similar information. Illinois Bureau of the Budget and the Illinois Department of Employment Security data were used for characteristics of the general population. Annual reports from agencies such as the Illinois Department of Public Aid were also used.

A complete resource list is in the back of this report. Display and analysis of the information are ICoVE's.

RESPONSIBILITY FOR ACCESS

Providing access to quality vocational education for targeted populations is becoming an increasingly important issue in Illinois. Illinois, like most other states, is facing a declining pool of young, new entrants into its labor force. At the same time, the need for workers is expanding and workforce needs are changing. To get the number of workers needed, employers are finding themselves becoming dependent on those they have traditionally ignored or let "fall through the cracks," e.g. minorities, handicapped, women, dropouts, disadvantaged, limited-English-proficient.

As technology rapidly advances, the need for skilled and highly skilled workers is on an incline, while the need for low-skilled and unskilled workers is on a decline. That segment of our population which has been traditionally ignored (i.e. targeted populations) is disproportionately represented in the pool of workers who are low skilled or non-skilled. Efforts must be made not only to provide this group with the education and training necessary to become skilled and highly skilled workers, but also to break the traditions within these segments of the population to avoid perpetuating the situation.

Since federal vocational education legislation in 1963, vocational education has been charged with providing services to the special targeted populations. Although subsequent legislation continued to emphasize the charge, the Carl D. Perkins Vocational Education Act of 1984 reiterated and strengthened it significantly. The Perkins Act requires 57% of its basic grant allotment to states to be used to provide special services for this group. Funds may provide programs and services or help targeted populations access the programs and services.

The Job Training Partnership Act (JTPA), which preceded the Perkins Act by a year, clearly depicts national concern for preparing targeted populations to successfully enter and maintain employment. In Illinois, special funds for disadvantaged students, particularly at the community college level, help students to access needed programs. Social service agencies and higher education funding are also available. Coupled with vocational education and other efforts, JTPA and vocational education funds have the capacity to impact access to work prepartion for targeted populations.

The Illinois workforce needs skilled and highly skilled workers from targeted population groups or jobs will go unfilled. Education, in cooperation with JTPA and others, must serve these groups. In order for targeted populations to benefit from education and training programs, program benefits must be accessible.

ILLINOIS POPULATION

To determine the precise number of Illinoisans who make up the targeted population group is difficult. To determine particular services needed by each group in order for them to access quality vocational education is even more difficult. Many individuals are represented in the targeted population group for multiple reasons. The Illinois population, as shown in Table 1, is expected to show slight growth in the 1985–1990 time period. Further illustrated by the table are changes in the population's different age groups.

TABLE 1

AGE DISTRIBUTION AND GROWTH
OF THE ILLINOIS POPULATION, 1985–1990

1985 Age Group	Population	Percent	1990 Age Group	Population	Percent
0–19	3,456,819	29.9%	0–4	946,000	8.1%
			5–17	2,156,000	18.4%
20–64	6,747,649	58.4%	18–29	2,208,000	18.8%
			30–64	4,951,000	42.3%
65+	1,342,634	11.6%	65+	1,451,000	12.4%
Total	11,547,092		Total	11,712,000	

The Illinois population will grow by approximately 165,000 during this period. Overall, the state's citizens will be slightly older. The increase in the percentages in the 65+ age group will continue to grow well into the 20th Century.

Only about 19% or one out of every five Illinois citizens by the year 1990 will be in the "young worker" age group (18–29 years of age). At the current participation rate of this age group in higher education, one of every four will be in higher education, thus leaving only 14% of this age group (or one out of seven) available for the workforce and/or military. Not all will choose to work or enter the military.

EDUCATION ENROLLMENTS AND FACILITIES

FACILITIES

Public elementary and secondary schools in Illinois are organized into three types of school districts:

- 422 Elementary Districts, Grades K–8
- 116 Secondary School Districts, Grades 9–12
- 439 Unit Districts, Grades K–12

977 Districts in FY 87

Illinois has 4,220 attendance centers which include:

- 2,708 Elementary Schools
- 569 Junior High Schools
- 698 High Schools
- 245 Special education and other specialized facilities, including 31 area vocational centers (AVCs)

The Department of Corrections School District includes:

- 21 Adult Facilities
- 7 Juvenile Facilities

Postsecondary education in vocational or occupational education is offered at:

- 39 Community College Districts
- 2 Technical Institutes

EDUCATIONAL ENROLLMENTS

Public school enrollments have decreased about 25% since 1972. A slight decrease in enrollment occurred between 1987 and 1988.

TABLE 2

1988 PUBLIC, NON-PUBLIC SCHOOL AND VOCATIONAL EDUCATION ENROLLMENT

PUBLIC SCHOOLS	Total Enrollment	Vocational Education Enrollment
K–8	1,226,376	977,046[1]
Grades 9–12	555,440	385,276
Total	1,781,816	1,362,322

(cont'd)

Table 2 (cont'd)

	Total Enrollment	Vocational Education Enrollment
Pre-K	24,541	N/A
Post Graduate	5,089	N/A
Adult	N/A	18,267
Secondary Special Education, incl. above	29,878	6,612
NON-PUBLIC SCHOOLS		
K-8	226,755	N/A
Grades 9-12	73,063	N/A
Total	299,818	N/A
Pre-K	21,437	N/A
Secondary Special Ed.	2,885	N/A
POSTSECONDARY		
Community Colleges	645,105	256,051
Technical Institutes	N/A	22,138
Corrections, Adult	20,187	5,885
Special Programs, incl. above	-	6,612
STATE AGENCIES		
Other (DORS, MH, Juvenile Corrections)	N/A (1,295 Juvenile)	9,267
Special Programs, incl. above	N/A	5,086
ADULT EDUCATION		
Some included in above counts	118,268	N/A

[1]Participation in elemenatry career awareness activities

Age Characteristics of Community College Students

Students served by community colleges have an average age over eight years older than students attending Illinois public universities. Community college students have a participation pattern of about 70% part-time students and 30% full-time students.

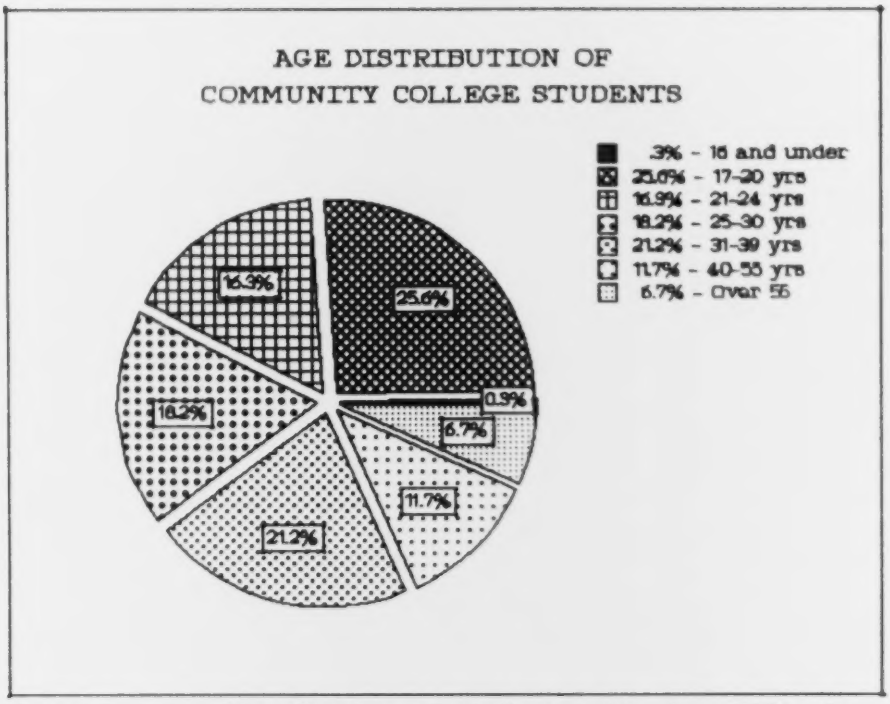

Figure 1: Age distribution of students attending Illinois Community Colleges.

- Only one in four community college students falls into the age group representing those who go directly from secondary to postsecondary school.
- One in three community college students is of the age group generally referred to as a "younger worker" (21–30 years).
- Nearly four out of ten community college students are about the age of 30.

Average Age of Undergraduate College/University Students
1987

	Male	Female	Total
Community Colleges	28.8	32.0	30.7
Public Universities	22.4	22.8	22.6

Figure 2: Average ages of males and females attending Illinois Community Colleges and public universities.

ECONOMICALLY DISADVANTAGED

Both youth and adults who are economically disadvantaged comprise a segment of the population being targeted for special programs and services to assure their access to quality vocational education. Many in this group are those referred to as "the forgotten half" in the recently released report of the Grant Foundation Commission titled *THE FORGOTTEN HALF: PATHWAYS TO SUCCESS FOR AMERICA'S YOUTH AND YOUNG FAMILIES*.

In its report, the commission cited social and economic conditions causing additional strains on young people (ages 16–24) who are not well–equipped for employment and transitioning into the adult world. The report asserts that if intervention does not occur, the situation will only worsen.

Poverty among young families is increasing at an alarming rate. Once trapped in unemployment, underemployment and low–wage jobs, debts mount. Rising above the poverty level becomes nearly impossible; thus, the young family in poverty becomes a middle–aged family in poverty. Their children add to the at–risk group already populating our elementary and secondary schools.

POPULATION IN NEED

Children. Poverty among children concerns educators as they try to help them overcome the deprivation they already possess. Nationally, poverty among children (1983 data) can be described in various ways.

- 25% of the pre–school children come from poverty–level homes. There are over 3,000,000 children eligible for headstart programs. . Only 400,000 participate.
- 40% of minority children are from poverty–level homes; 14% of non–minority children are from poverty–level homes.
- 50% of the children in female–headed households are in the poverty–level as compared to 15% of the children living in male–headed households. Nearly six out of every ten children will live in a single–headed household by the time they reach the age of 18.
- 30% of the children living in urban, central cities live in poverty; 13% in the non–central portion of cities live in poverty.
- 40% of all the "poor" people in this country are children. This translates to 14,000,000.

In Illinois, data reveal a slightly higher level of poverty than national data. The proportion of students, grades K–12, has increased substantially in the last decade. The increase is expected to continue into the 21st century.

- 18% or 401,658 of the K–12 students in the 1976–77 school year in Illinois were from low-income families.
- 30% or 523,078 of the K–12 students in the 1987–88 school year in Illinois were from low-income families.
- 43% or 713,310 of the K–12 students in the 2000–01 school year in Illinois are expected to be from low-income families.
- 55% or 285,367 of Illinois students, grades K–12 who are from low-income families are enrolled in Chicago Public Schools.
- 44% of the K–12 Illinois students who are minorities are from poverty-level homes.

TABLE 3

PUBLIC ASSISTANCE PROGRAMS

Assistance	Persons Served
• Aid to families with dependent children. . .	691,370
• Medical Assistance	276,082
• General Assistance	123,098
• Aid to Medically Indigent.	18,286
Total	1,108,836

Adults and Families. Nationally, 14% of the elderly and 12% of the non-elderly adults fell within poverty guidelines in 1983.

One in every 10 Illinoisans (approximately 1,109,000) received public assistance in 1987 in the form of aid to dependent children, medical assistance, or general assistance. (See Table 3.) In addition, nearly one in every 10 Illinoisans or 425,251 households receive food stamps. Characteristics of these households are illustrated in Table 4.

TABLE 4

FOOD STAMP RECIPIENTS

Characteristics
2.5 persons per household
$132 per month income
$53 per month per person income
59¢ per meal
60.8% in Cook County
39.2% Downstate

(cont'd)

Table 4 (cont'd)

	Racial Composition			
	White	Black	Hispanic	Other
Statewide	34%	57%	8%	1%
Cook County	14%	74%	11%	1%
Downstate	68%	29%	2%	1%

NUMBER SERVED

The number of economically disadvantaged students served by vocational education is not clear. Enrollment reporting does not differentiate economically disadvantaged enrollments from other "disadvantaged" characteristics such as the educationally disadvantaged, dropouts, single parents, and other characteristics which make students eligible for service designed for the disadvantaged population.

The total number of individuals served because they are disadvantaged is reported under the section titled Disadvantaged, Handicapped, and Limited-English-Proficient, page 45.

TABLE 5

FINANCIAL ASSISTANCE FOR COMMUNITY COLLEGE STUDENTS

State Programs	Students Served	Financial Assistance
Illinois State Scholarship Monetary	30,652	$ 12,760,400
Illinois State Scholarship Ancillary	3	1,500
Veterans Scholarship	8,639	2,335,900
National Guard Scholarship	1,128	417,900
Vocational Rehabilitation	760	308,900
Merit Recognition	750	374,400
Others	9,596	1,838,000
Subtotal	51,528	$ 18,037,000
Employment (institutional)	N/A	$ 14,480,600
Loans, including Illinois Guaranteed Loan Program	N/A	29,239,700
Other	12,423	3,061,700
Institutional Programs	2,870	808,200
Tuition Waiver	47,133	6,215,600
Federal Programs		
Pell Grants	44,697	42,184,100
Supplemental Educational Opportunity Grants	5,490	2,149,200
Other	3,216	485,600
Subtotal	53,403	$ 44,818,900
TOTAL	167,357	$116,661,700

The Illinois Board of Higher Education reports the number and amounts of grants, scholarships, tuition waivers and other means of financial assistance provided to community college students. (See Table 5.) A large portion of the assistance targets economically disadvantaged students. Although the information is not available for the occupational and vocational skills students, about 40% of the community college enrollments are occupational or vocational students. The information is presented below as an illustration of the financial assistance available in Illinois which makes vocational education more accessible, particularly for the economically disadvantaged. The data are for fiscal year 1987. Over 60% of the funds come from state and local sources.

The Job Training Partnership Act programs are specifically designed to target economically disadvantaged individuals. Of the 87,075 participants in the JTPA Title IIA Employment and Training and Older Individuals and the Title III Dislocated Worker Programs, nearly all are economically disadvantaged. One-fourth of the participants receive aid to families with dependent children, one-third are welfare recipients, one-fifth receive food stamps, and others participate in additional programs for the economically disadvantaged.

Through adult education, the Title XX, Social Services Block Grant helped to attract 32,626 adults receiving public assistance to return to school. Of these, 2,153 participated in the GED programs, and 11,019 received instruction in employability skills to improve job-seeking skills.

SERVICES PROVIDED

Of the FY 88 funds available to Illinois under the Perkins Act, 51% or $18,718,536 were distributed to economically depressed areas of the state. The prior year, 57% of the funds were distributed to economically depressed areas. ICoVE's Technical Report 12, Serving Economically Depressed Areas provides additional information concerning special programs and services in these areas.

Program Support. Most vocational education services provided to economically disadvantaged individuals are in the form of programs designed to prepare individuals for employment. At the secondary level, few extra services are required because of the economic status of the student. However, funds from the Perkins Act can be used, when necessary, to provide financial assistance necessary for students to remain in school. Services may include child care, transportation, or program supplies.

Scholarships and Financial Assistance. At the postsecondary level, particularly in community colleges, loans, grants, tuition waivers, and other forms of financial assistance are available as incentives for students to enroll in programs to further their education and training.

Title XX. Title XX Programs (part of the Social Security Act) provide grants to local programs to recruit and retain public aid recipients. During FY 87, 55 grants were funded, totaling $1,165,112. A total of 94,443 people were

contacted, one-third (32,626) of those contacted enrolled. Some enrolled in adult education to improve their basic skills, 2,153 acquired a GED, and 11,019 received instruction in job-seeking. The Illinois Department of Public Aid referred 15,196 clients directly to adult education.

A total of 2,729 public aid recipients were removed from dependency or were able to reduce the level of dependency. This decrease totaled $677,402 per month in public aid savings ($8,128,824 per year).

JTPA. The job training programs had 35,584 participants enter employment, representing 56% of those who terminated the programs. Adults who entered employment had an average hourly wage of $5.33; youths' wages averaged $4.17 an hour. Nearly all (98.3%) were economically disadvantaged. This included 9,400 welfare recipients, 5,600 food stamp recipients, 4,600 WIN recipients, and 6,600 AFDC recipients. The number of these JTPA clients receiving their training through vocational education is unknown.

SUMMARY

Vocational education is charged with responsibility for serving disadvantaged populations. Economically disadvantaged is one form of disadvantaged included in that mandate. Data are not collected to account for the type of disadvantage being served.

Through the scholarship and financial assistance programs at community colleges, as well as technical institutes, access of postsecondary students is enhanced by removing or substantially diminishing financial barriers. Many adult-aged enrollees also take advantage of these services.

Funds available for adult education to recruit economically disadvantaged persons into programs also help to alleviate barriers.

The need to reach the economically disadvantaged population of Illinois and make Education for Employment accessible to them parallels the need to reach this group as stated in the introduction to *WORKPLACE BASICS: THE SKILLS EMPLOYERS WANT* (American Society of Training Department and Department of Labor):

> ***"Perhaps the most devastating impact of basic workplace deficiencies falls upon the disadvantaged who are outside the economic mainstream, struggling to get in. For those attempting to enter the workforce and those who have been displaced from their jobs, such deficiencies inhibit entry into productive and well-paying work, pinning those disadvantaged at the bottom of the economic heap."***

INCARCERATED POPULATION

The high cost of incarceration and the over crowded conditions of correctional facilities are placing a financial burden on the taxpayer. Nationally, a profile of the incarcerated population includes: (See ICoVE Report 25C)

- Over 700,000 incarcerated
- 40% high school graduates
- Grade 5 reading level is common
- 75% lack vocational skills
- 10% enrolled in vocational education
- 40% unemployed when arrested
- 25% suffer from learning disability or handicapping condition
- 33% have drug abuse record
- 93% female offenders released within two years
- 75% female releases are sole source for self and family support (typically two children)

POPULATION IN NEED

In Illinois, the estimated annual cost of incarceration is $20,000 a year. The Illinois prison profile includes:

- 19,384 males . . . . .age 17+-80+
- 803 females . . . . . age 20+-70+
- 20,187 total adults
- 1,295 juveniles
- 1.6 years average stay
- 6,550 or 32% of adults report they have a GED or high school diploma (lower than national average)
- 21 adult facilities
- 7 juvenile facilities

NUMBER SERVED

During FY 88 adult correctional facilities had 5,885 students enrolled in vocational education. Inmates are served through the community college system. In addition, 2,141 participated in adult education at 31 different locations.

- 5,673 or 29% of the males participated in vocational education.
- 212 or 26% of the females participated in vocational education.

One-third of the incarcerated population completes vocational education. Transfer of inmates to different facilities sometimes disrupts training. (See ICoVE Report 25.)

Table 6 lists the enrollment of inmates by occupational program area. Completion data are also presented.

TABLE 6

OCCUPATIONAL EDUCATION PARTICIPATION
IN CORRECTIONAL FACILITIES

	Occupational Program	Enrollment	Percent of Enrollment	Completion	Percent Completing
01	Agriculture	255	4%	63	25%
06	Business Management	108	2%	44	41%
07	Business and Office	566	10%	121	21%
09	Communications	28	.4%	13	46%
12	Barbering/Cosmetology	125	2%	57	46%
15	Engineering Technology	142	2%	0	0%
17	Emergency Medical Technician	183	3%	116	63%
20	Home Economics, Food Service	590	10%	258	44%
20	Occupation of Homemaking	85	1%	N/A	N/A
43	Protective Services	84	1%	13	15%
46	Construction Trades	687	12%	275	40%
47	Mechanics and Repairers	1,752	30%	629	36%
48	Precision Production	1,280	22%	376	29%
	TOTAL	5,885	99.4%	1,965	33%

Occupational programs designed to prepare for employment as mechanics and repairers attracted 30% of the incarcerated population, followed by 22% who participated in precision production programs. All other enrollments in vocational education attracted 30% to business and office occupations and 9% and 8% to mechanics and repairers and precision production programs, respectively.

Research projects funded through the Perkins Act provide for program improvement and improvement of services for corrections. Special instructional materials and handbooks for probation officers and other unique needs of corrections have resulted.

A research project jointly funded by the Illinois Council on Vocational Education, the Illinois State Board of Education, and the Department of Corrections is reported in ICoVE's Report 25A series, Correctional Education, A Way to Stay Out. Reports 25B and 25C provide additional information.

MINORITY POPULATIONS

As the pool of available workers continues to shrink in comparison to the need for highly qualified workers, dependence on minority racial populations in the workforce is expected to increase to about 30% by the turn of the century, as compared to about 24% currently.

Historically, minority populations have been underserved by the educational system and by other employment preparation (both public and private) programs, particularly for highly skilled and professional occupations. Services need to expand to provide upward job mobility necessary for fulfilling labor force needs.

POPULATION IN NEED

The information which follows describes the racial composition of the Illinois population, the workforce, and the educational institutions. The information illustrates the shifts that are occurring and are expected to continue. Short headings used for racial headings throughout this section in tables and figures include:

White	Black		Asian-Pacific	American
Non-Hispanic	Non-Hispanic	Hispanic	Islander	Indian-Alaskan
White	Black	Hispanic	Asian	Indian

TABLE 7

RACIAL COMPOSITION OF THE ILLINOIS POPULATION
Including the Workforce and Public Educational Institutions

	White	Black	Hispanic	Asian	Indian	Others	Total Minority
Total Population 1985	76.2%	15.0%	6.6%	-	-	2.2%	23.8%
Workforce 1980	81.3%	11.8%	5.1%	-	-	1.8%	18.7%
Secondary 1987	69.4%	21.3%	6.7%	2.4%	.1%	-	30.6%
Community Colleges 1986	70.8%	16.5%	7.0%	3.2%	.4%	2.1%	29.2%
Universities 1986 Undergraduate	76.8%	11.8%	3.9%	3.8%	.2%	3.5%	23.2%

Public school projected enrollments to the year 2000 indicated that during the 15-year period from 1985 to 2000, the ratio of non-minority to minority populations will shift from an approximate 70%-30% to a 60%-40% ratio. See Table 8.

TABLE 8

RACIAL COMPOSITION PROJECTIONS
Public School Enrollment, K-12

	1985	1988	1995	2000
White	68.4%	66.6%	62.4%	59.0%
Minority	31.6%	33.3%	37.6%	41.0%
Total K-12	1,808,661	1,811,446	1,757,904	1,689,287

The anticipated increase in the percentage of minorities who will be entering the workforce in the near future can be seen by comparing the minority composition of the educational institutions (Tables 7 and 8) with the current population. Less than 20% of the labor force is comprised of minority representation.

The projected racial composition of the Illinois population also reflects an increase in the racial minority groups. (See Table 9.) The Hispanic population is expected to have the most rapid rate of growth.

TABLE 9

PROJECTED RACIAL COMPOSITION OF THE ILLINOIS POPULATION

	1985	1995	2005	2025
White	76.2%	72.7%	68.9%	63.0%
Black	15.0%	16.0%	16.9%	17.9%
Hispanic	6.6%	8.5%	10.7%	14.3%
Other	2.2%	2.8%	3.5%	4.8%
Total Population	11,547,099	11,810,522	11,979,214	12,652,308

The projected mix of Illinois' labor force is expected to change during the 20-year span from 1980 until the turn of the century (Table 10). The labor force projections are based on the labor force participation rates of different racial groups. Education and employment programs can affect the labor participation rates by recruiting populations having low participation rates.

As shown in Table 10, the labor force, although its composition will shift, is expected to continue to have a higher incidence of non-minority populations than either the total population or the public educational institutions.

TABLE 10

PROJECTED RACIAL COMPOSITION OF THE ILLINOIS LABOR FORCE

	1980	1999	Participation Rate 1980
White	81.3%	74.0%	64.9%
Black	11.8%	14.0%	58.5%
Hispanic	5.1%	9.1%	68.9%
Other	1.8%	2.9%	71.3%[1]
			66.2%[2]
			70.9%[3]
Total Labor Force	5,459,000	6,173,000	

[1]Asian [2]Indian [3]Foreign Born, arrived 1970-1980

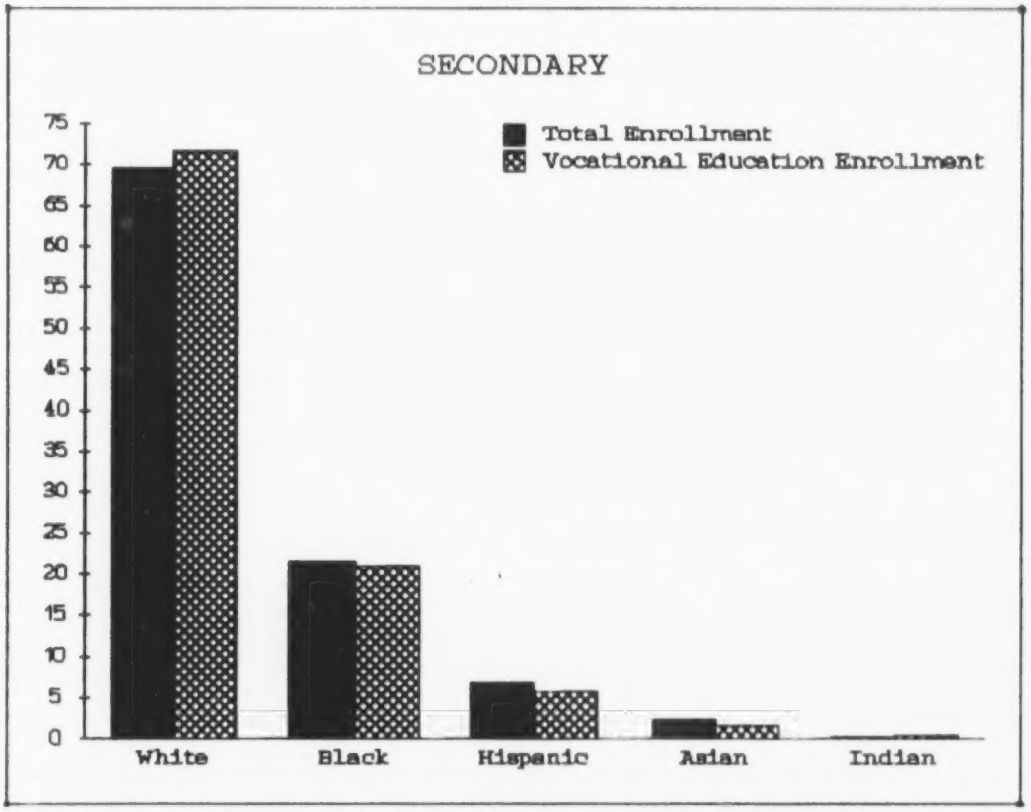

Figure 3: Comparison of percentage of ethnic enrollment in vocational education with percentage of total secondary school enrollment.

NUMBER SERVED

Minority populations are being served by the educational systems. Enrollment of minority populations in vocational education is slightly less than the percentage of minority students in the educational institutions. Figures 3 and 4 depict the extent to which minority students are being served in vocational education programs at the secondary and postsecondary levels.

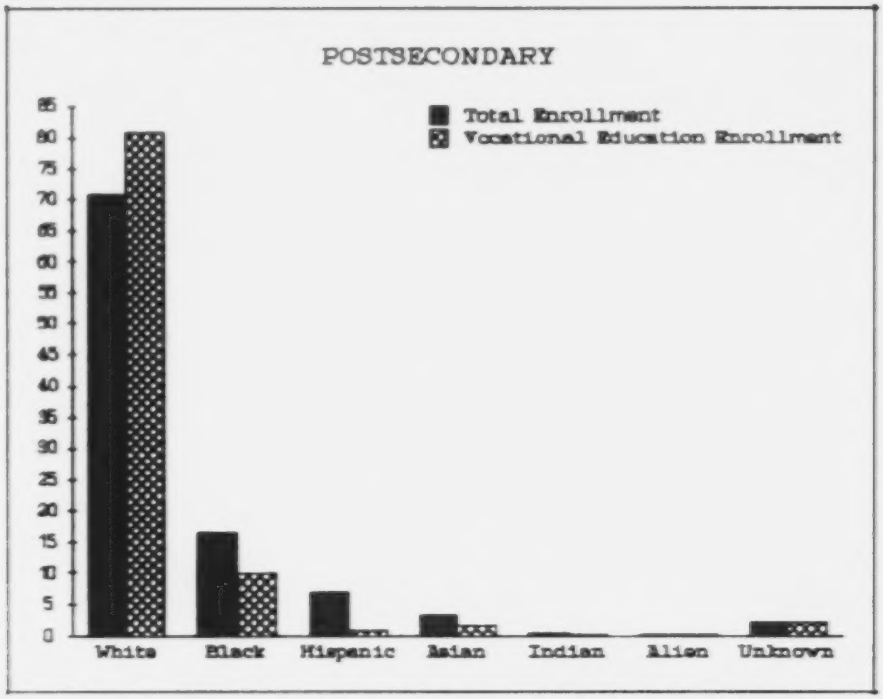

Figure 4: Comparison of percentage of ethnic enrollment in vocational education with percentage of total postsecondary school enrollment.

Minority participation in higher education has received recent emphasis. Table 11 and Figure 5 show the racial composition of students enrolled in Illinois community colleges and universities. Interesting facts about the participation of racial groups in community colleges as compared to universities emerge.

- 70% of the Hispanic population choose the community college in lieu of the university for pursuit of higher education.
- Asian populations are nearly evenly divided between the two systems.
- Black and American Indian populations select community colleges at a 2-1 rate over universities.
- Whites show less than a 10% preference for community colleges.
- 90% of the alien population in higher education attend the universities.

TABLE 11

RACIAL ENROLLMENTS IN COMMUNITY COLLEGES AND UNIVERSITIES

	White	Black	Hispanic	Asian	Indian	Alien	Other	Total
CC Enrollment	237,163	55,329	23,647	10,538	1,357	569	6,281	334,884
Univ. Enrollment	202,567	31,223	10,244	9,952	629	4,770	4,384	263,769
TOTAL	439,730	86,552	33,891	20,490	1,986	5,339	10,665	598,653
Percent	73%	14%	6%	3%	.3%	.8%	2%	99.1%

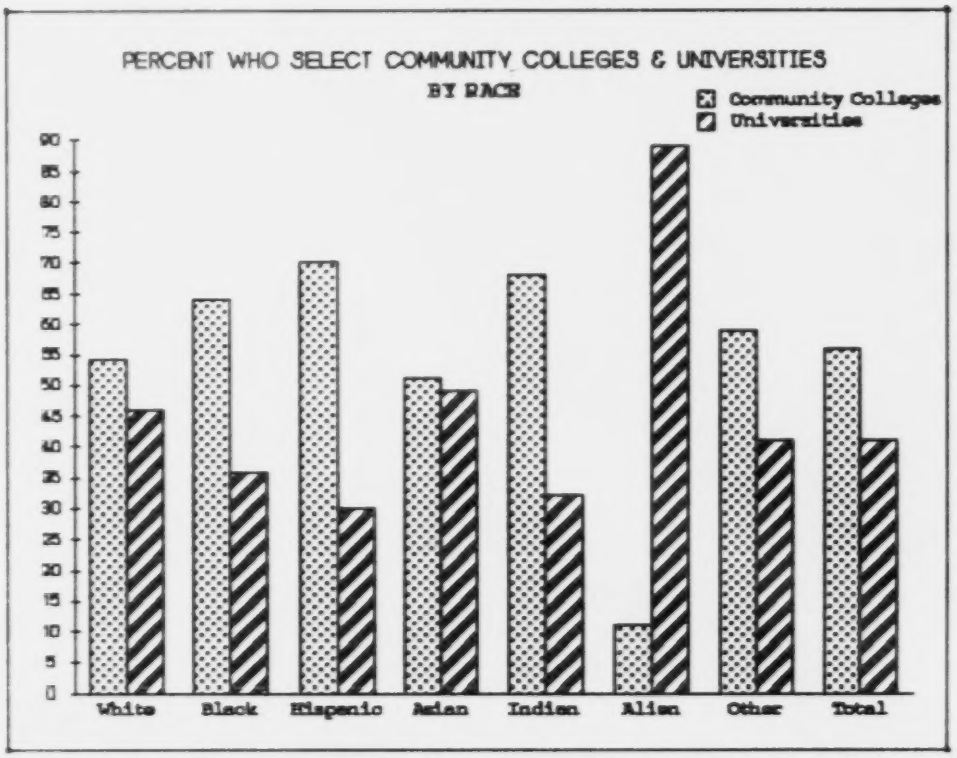

Figure 5: Ethnic participation in community colleges and universities for all educational programs, based on fall 1987 enrollment.

Role models are generally considered helpful for motivation and attitudinal skill development. Vocational education staff and administration are over-represented by non-minoritiy personnel. See Table 12. The secondary level has the greatest difference with the student non-minority to minority ratio of 72% to 28% and a faculty ratio of 87% to 13%, respectively.

Minority racial populations represent 18% of the adult faculty, as compared to 13% each of the secondary and postsecondary faculty. Combined, the

university administration and tenured faculty are comprised of 15% minority racial groups.

TABLE 12

VOCATIONAL EDUCATION RACIAL COMPOSITION
Instructional Staff, Administration, and Students

	Indian	Asian	Black	Hispanic	White	Alien	Total
SECONDARY							
Staff/Admin.	2	39	1,198	66	8,937		10,242
Percent	-	.4%	12%	.6%	87%		
V.E. Students	717	6,256	84,215	23,238	288,625		403,051
Percent	.2%	2%	21%	6%	72%		
POSTSECONDARY							
Staff/Admin.	8	48	306	26	2,702		3,090
Percent	.3%	2%	10%	.8%	87%		
V.E. Students	984	6,537	41,183	9,964	247,796	442	306,906
Percent	.3%	2%	13%	3%	81%	.1%	
ADULT							
Staff/Admin.	0	6	131	13	697		847
Percent	0%	.7%	16%	2%	82%		
V.E. Students	33	284	598	1,680	23,218		31,123
Percent	.1%	.9%	19%	5%	75%		
TOTAL TEACHERS	10	93	1,635	105	12,336		14,161
	.1%	.7%	12%	.7%	87%		
TOTAL STUDENTS	1,734	13,077	131,306	34,882	559,639	442	741,080
	.2%	2%	18%	5%	76%	.1%	

Universities: Student enrollment (all programs)
White = 77%
Minorities = 23%

Faculty:
Adm. = 5% minorities
Tenured Faculty = 10% minorities

Figure 6 compares the minority and non-minority participation in vocational education programs and job training programs to the Illinois labor force. Clearly job training programs have enticed minority populations to participate. Secondary vocational education has fewer minority enrollments than the total secondary enrollment. The same is true for the occupational programs in community colleges. Generally speaking, vocational education's poor public image is blamed for vocational education's failure to serve minority students, i.e. minority students don't view vocational education as a means to a better paying job or a means to improved status. Thus the major barrier to accessing vocational education by minorities is the image of vocational education itself.

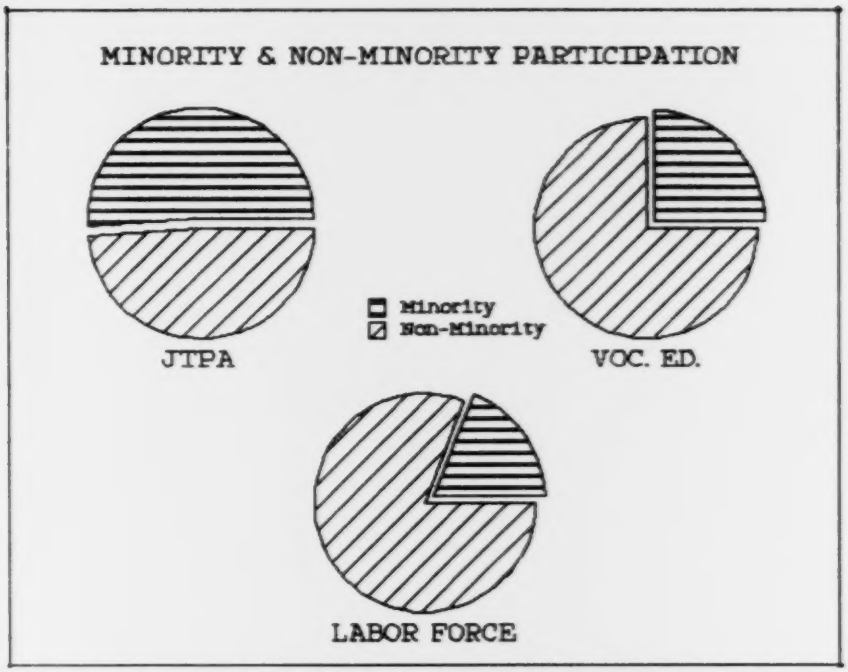

Figure 6: Comparison of minority and non-minority participation in major education and training programs as compared to participation in the labor force. (JTPA includes Title IIA Employment and Training, Older Individual and Dislocated Worker program participants.)

INCENTIVES PROVIDED

As the necessity for increasing the level of educational achievement, particularly for minorities increases, incentives are becoming increasingly effective. Several state initiatives to increase the minority participation rate in higher education have been and continue to be developed. The percentage of minority teachers, counselors and administrators is lower than the percentage of minority students. This is true for vocational education, but it is particularly true in the remainder of the educational system.

Role models have long been acclaimed as an essential element in providing incentives for educational pursuits, as well as for encouraging non-traditional occupational choices.

Financial assistance to individuals wishing to advance their level of educational achievement is sometimes more of a necessity than an incentive. State-funded scholarships for Illinois community colleges and universities are addressing both needed assistance and needed encouragement.

The information below is not specific to vocational education but it does show the extent to which minority populations are benefitting from efforts to encourage their participation in higher education. Many community college students may be vocational education students.

TABLE 13

STATE-FUNDED SCHOLARSHIPS, 1986

	Total Granted	White	Black	Hispanic	Asian	Indian	Other
Community Colleges	32,688	48.3%	41.5%	4.5%	3.7%	.6%	1.5%
Public Universities	36,263	59.9%	26.3%	5.4%	5.9%	.2%	2.3%
Private Institutions	33,962	60.4%	19.4%	9.2%	3.4%	.4%	7.2%
Total	102,913						

DROPOUTS AND POTENTIAL DROPOUTS

The need for programs to entice dropouts to return to school to complete their education and the need for programs to retain potential dropouts in school are underscored by the increasing educational achievement level being required of the workforce. In addition, programs which discourage truancy are necessary to help students establish and improve attitudes toward attendance. These programs should emphasize the relationship between education and work. Truancy is a growing problem which inhibits efforts to increase learning. It is difficult to raise educational achievement levels of students who are absent.

A survey conducted by the Education Commission of the States to identify state initiatives for serving youth at risk, identified ten strategies most frequently used for dropout prevention. These included:

- Definition and identification
- Networks
- Academic support
- Special curricula
- Incentives and rewards
- Counseling
- School policy change
- Alternative schools
- Restructuring
- Comprehensive state plans

POPULATION IN NEED

The Illinois State Board of Education has tracked the dropout and truancy rates of schools in Illinois. A look at these records indicates that the problems associated with dropouts and truancies are continuing to grow in numbers. Table 14 reveals ISBE's findings.

TABLE 14

TRUANCY & DROPOUT TRENDS

	1985	1988
Dropouts	29,392	34,898
Truancy	103,548	120,841
Chronic Truants[1]	20,856	28,969

[1]Absent without valid cause for 10% or more of the previous 180-day regular attendance period.

Characteristics of high school dropouts and potential dropouts have emerged into an identifiable profile.

- Usually from low-income or poverty setting
- Often a minority background (except Asian)
- Have low basic academic skills, especially reading and math

- Parents usually not high school graduates
- Low level of parental interest in child's school progress
- English often not the major language spoken at home
- Many from single-parent households
- Tend to be more males than females
- Males tend to drop out and get a job; females tend to drop out to have children
- Generally bored in school
- Perceive themselves as failures in school social circles; alienate themselves from school
- Tend to be chronic truants

The Illinois high school retention rate of 77.8% is slightly better than the national average of 73%. Among the 50 states, the retention rate ranges from a high of 86% to a low of 61.8%.

Using the 1983 high school freshmen enrollment as the basis and comparing it to the 1987 graduates, Illinois' "attrition rate," which is generally the figure used to determine dropouts, creates Illinois characteristics as shown in Figure 7. In 1988, ISBE reported the dropout rate as 6.3%, up from 5.6% in 1987.

The Hispanic population has the highest attrition rate of all racial population groups. The Asian-Pacific Islander group has the lowest, a 0% attrition rate.

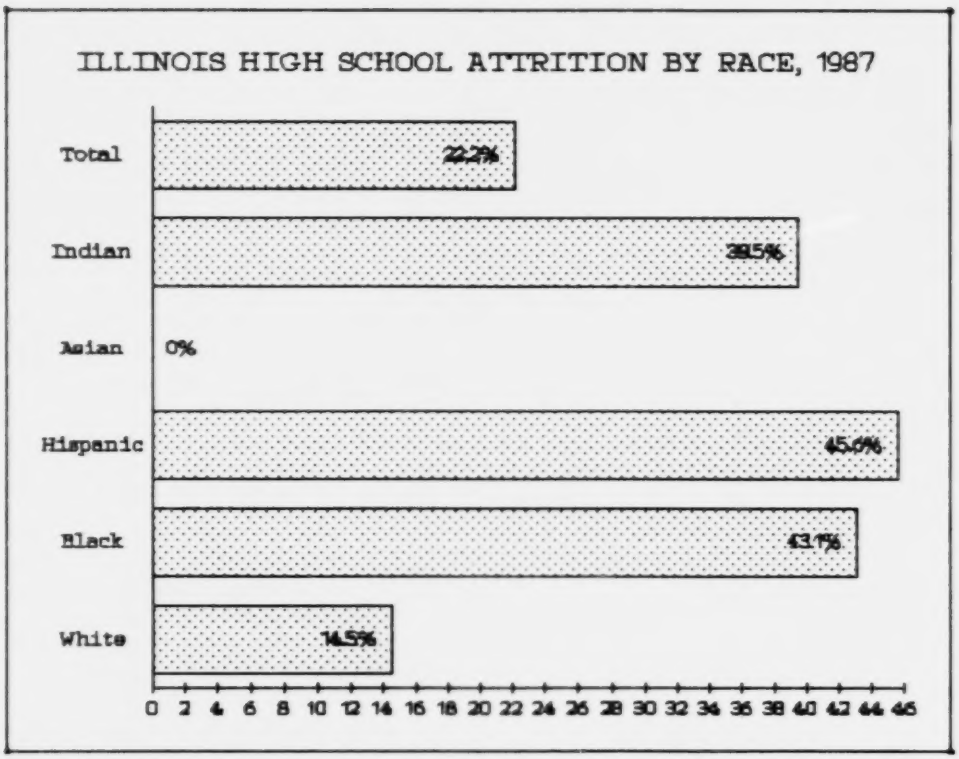

Figure 7: Attrition rate of racial groups in Illinois high schools.

Males have a higher attrition rate than do females. The attrition rate for male American Indians is nearly double the rate of the females.

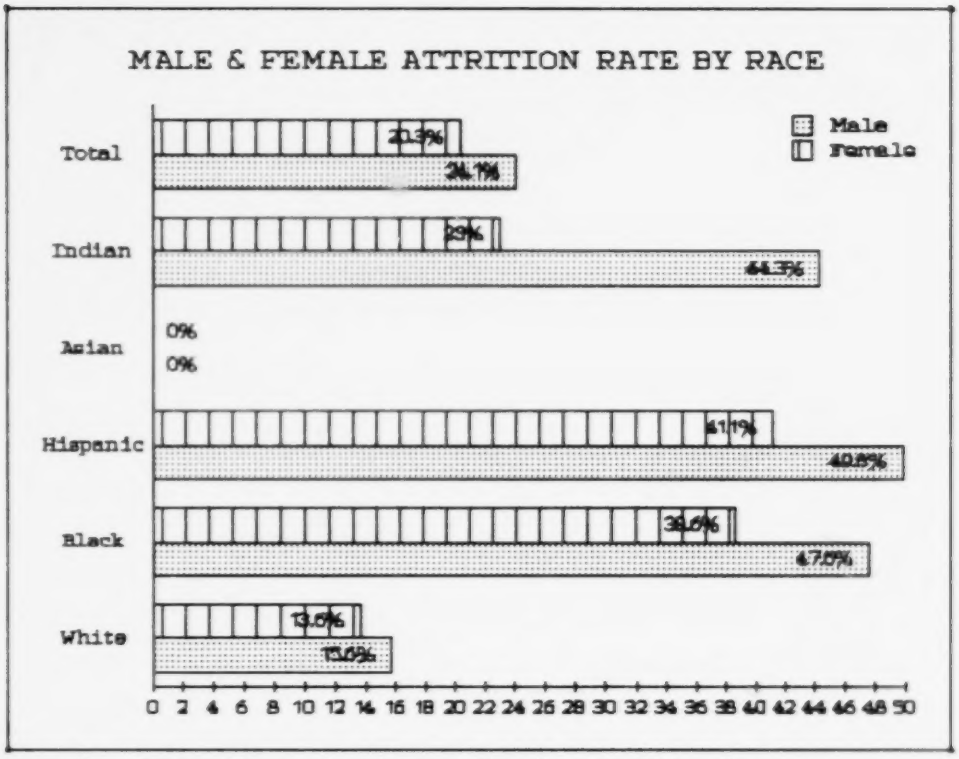

Figure 8: Comparison of male and female attrition by race.

According to ISBE's School Report Card, the graduation rate in Illinois in 1988 was 82.6%. There were 22 high schools with a graduation rate of less than 50%; 7 had rates less than 25%. The Illinois workforce has 1,208,762 (24%) workers who are dropouts with less than a high school diploma.

NUMBERS SERVED

The primary vocational education initiative for dropout prevention is the Work Experience and Career Exploration Program, known as WECEP. WECEP uses a cooperataive education format and targets 14- and 15-year-old students who have been identified as at-risk or potential dropouts. Two funding sources are used to support the program. These include funds from the Carl D. Perkins Vocational Education Act and 8% JTPA funds. Program participation and the results of participation have a long history in Illinois.

Follow-up data reveal consistency of success over time. The primary thrust of WECEP is to keep students in school or to provide support for those who have already dropped out and are recruited to return. WECEP encompasses strategies such as remedial basic skills, employability skills, work experiences,

and instruction in attitude and behavior development. Table 15 provides additional information about the number of students served by WECEP and the results of that service.

TABLE 15

WECEP
(Perkins and JTPA 8% Funded)

Participants 1,673
(1,103 Perkins Funds; 772 JTPA 8% Funds)

Males	.931 (56%)	Minorities	.53%
Females	.742 (44%)	Non-Minorities	.47%

Reported Improvement in Student Performance/Attitude

School Attendance	.69%	Cooperation with Co-workers	.70%
Attitude re: Studying	.77%	Initiative	.62%
Attitude re: School	.71%	Following Directions	.72%
Behavior	.72%	Completing Assignments	.71%
Relationships with Others	.77%		
Self-Concept	.76%		
Grade Point Average	.64%		

The primary vocational education initiative to entice dropouts to return to school is known as the Early School Leaver or ESL program. Like WECEP, the ESL is funded by both vocational education Perkins Funds and JTPA 8% funds. The ESL delivered through the community colleges attempts to seek out early school leavers and help them return to school for job training, GED, or high school completion. One-year follow-up information is collected on the ESL participants. Table 16 provides additional information regarding the ESL program and its success.

TABLE 16

EARLY SCHOOL LEAVER PROGRAM
(Perkins and JTPA 8% Funds)

Participants 882
(227 Perkins Funds; 653 JTPA 8% Funds)

Age	.16-24 years	Handicapped	.2%
		Limited-English	.4%
Males	.487 (55%)		
Females	.395 (45%)	Minorities	.50%
		Non-Minorities	.50%

(cont'd)

Table 16 (cont'd)

Reported Improvement in Student Performance/Attitude

School Attendance	.72%	Received H.S. Diploma or GED	.25%
Behavior	.76%	Continue Working on Diploma or GED	.19%
Cooperation with Co-workers	.83%		
Working Full or Part-time	.55%		

Because of federal reporting requirements, WECEP and Early School Leaver Programs funded by JTPA 8% collect additional information. Table 17 presents information about these participants.

TABLE 17

WECEP AND EARLY SCHOOL LEAVER PROGRAMS
(JTPA 8% Supported Only)

PARTICIPANT CHARACTERISTICS

Females	.54%	Handicapped	.16%
Males	.46%		
		WIN Recipients	.26%
Youth	.57%		
Adult	.43%	Food Stamp Recipients	.31%
Minorities	.53%	Dropouts	.37%
Non-Minorities	.47%		

PROGRAM SUCCESS

Entered Employment Role	.25%	Average Wage at Placement	$4.97
Youth Positive Termination Role	.36%	Receiving no Form of Public Assistance	.54%

EARNINGS

Early School Leaver, 1988	$386,930	WECEP, 1988	$331,500

In addition to the 8% JTPA programs, JTPA programs serve 16,881 individuals who are dropouts (21% of all participants) in the Title IIA Employment and Training Programs, Older Individual Programs, and Title III Dislocated Worker Programs. The summer youth program also serves a large number of in-school disadvantaged youth, many of whom may be potential dropouts. Of those, 6% or 2,017 summer youth participants are dropouts.

Community-based organizations (CBO) make a sizable contribution to assisting vocational education in identifying at-risk youth and helping to keep them in school. CBOs recruit out-of-school youth and encourage them to return to school for needed education and training. During FY 88, five contracts funded with Perkins Vocational Education funds, helped to serve 242 students. Table 18 presents a profile of the participants served.

TABLE 18

AT-RISK YOUTH SERVED BY CBO

PARTICIPANTS	242
16-19 Years of Age	36%
20-21 Years of Age	64%
Single Parents	21%
SERVICES	
High School Remedial/Tutoring	33%
GED	14%
Postsecondary	9%
Vocational	17%
EMPLOYMENT/PLACEMENT	
Full-Time	13%
Part-Time	9%
Full-Time Student	7%
Job Corps	4%

The adult education programs are for adults who have not finished high school. Some seek adult education to update academic skills and other skills they believe they need to enhance their employability. These programs serve over 118,000 people annually. More information is located in the Adult and Labor Force section of this report.

A special program funded by the Illinois General Assembly to provide alternatives for truants and dropouts is also administered through the Illinois State Board of Education, although separate from vocational education. The State Board funded 46 proposals during FY 88 with the $9,610,000 available.

SERVICES PROVIDED

Services provided to students who have been identified as potential dropouts generally include activities to help students improve academic performance. Remediation assists students in meeting requirements for graduation, thus eliminating or diminishing a sense of hopelessness. Services usually include some form of work experience designed to help students see the relationship between school and work.

Career counseling provides students with assessment and opportunities to recognize their abilities and skills, as well as the opportunity to establish goals and develop a plan for achieving that goal.

Older students who return to school or job preparation are often helped in seeking financial support and employment necessary to enable them to return to school. Child care and transportation are provided when needed.

Employability skills, job-seeking skills, motivational skills, attitudinal skill development, study habits, and personal and interpersonal skill development are part of the programs designed for dropout prevention and the return of early school leavers.

Incentives. Funds provided by the Perkins Vocational Education Act are used to support the implementation of special cooperative education programs (WECEP and ESL) for dropouts and individuals identified as potential dropouts. Community-based organizations receive special project funds available from the Perkins Act to help youth, both in-school and out of school to make the transition from school to work. Through the formula distribution of funds for disadvantaged programs and services, the local districts and/or regional delivery systems receive funds which they can use to provide dropout prevention or special outreach programs for those who have already dropped out.

The 8% JTPA funds for education support WECEP and Early School Leaver programs as a coordinated effort with the Perkins Funds. Additional special programs funded with disadvantaged and other Title IIIA Perkins funds target a variety of special needs populations, many of whom are also dropouts. One such program is the single-parent program. These are reported in a separate section of this report. Accountability procedures do not make it possible to identify dropouts participating in these programs. Single-parent programs for teens have shown a positive high-school retention rate of participants.

SUMMARY

The problems associated with dropouts continue. Effects to develop special outreach programs to get these individuals back in school and retain those who are in school have been successful. Until the programs are wide-spread, no significant impact or lowering of the dropout rate is likely to be visible.

Table 19 summarizes some of the indicators of both the need and the services available pursuant to dropouts. The programs and services listed are not all-encompassing. Several additional agencies help with referrals to other programs which assist dropouts and help to prevent more. ICoVE's review attempted to focus on those with which vocational education works most directly.

Illinois is spending $54,746,728 a year on dropout and dropout prevention programs. Of this amount, $39,941,728 is federal and $14,805,000 is state. Most of the funds require a local match, thus doubling the total expenditure to nearly $110,000,000.

TABLE 19

INDICATORS OF NEEDS AND SERVICES RE: DROPOUTS AND POTENTIAL DROPOUTS

Illinois Labor Force, less than four years of high school 1,208,762 (24%)
Local School Districts, 1988 Dropouts 34,898 (6.3%)
Local School District Chronic Truancies, 1988 . 28,969

PROGRAMS	NUMBER SERVED	FUNDS	SOURCE	COST PER PERSON[1]
WECEP	1,103	$1,333,334	Perkins Act	$1,208
Early School Leavers	227	340,000	Perkins Act	1,497
CBO Projects	242	388,762	Perkins Act	1,606
Truants and Dropouts (2,785 dropouts)	33,652	9,610,000	ISBE, IL General Assembly	285
WECEP	727	836,138	JTPA 8%	1,150
Early School Leavers	489	534,432	JTPA 8%	1,092
Adult Education	118,300	17,230,000	Fed. & State	145
Job Training (JTPA) (dropouts only)	16,881	22,261,413[2]	Title II & III JTPA	1,318
Summer Youth, JTPA (dropouts only)	2,017	2,212,649[2]	Title IIB, JTPA	1,097
TOTAL	173,638	$54,746,728		$ 315

Includes only the source of funds shown. Does not include matching funds.
[1]The "cost per person" of the various programs should not be compared to other programs because of variations in the program content.
[2]Prorated from actual expenditures.

WORKFORCE NEEDS

With over 80% of Illinois' workforce in the year 2000 already in the workplace and a declining number of young people available to enter employment over the next decade, attention turns to the needs of the existing workforce for education and training. As the workplace changes both how it works and what kind of work it performs, workers need to be retrained, some need to upgrade their current skills, and others need additional education before they can benefit from retraining.

POPULATION IN NEED

An educated workforce becomes increasingly important to a workplace trying to infuse technology and increase productivity in an effort to sharpen its competitive edge. Characteristics of Illinois' workforce help to describe those who need and can benefit from vocational education. Efforts to work with the private sector in providing needed services can be enhanced by a better understanding of other needs.

The Illinois Department of Employment Security, in a joint effort with the Illinois Occupational Coordinating Committee and the Illinois Board of Higher Education, analyzed the educational requirements for various occupational areas. The annual average job openings projected for the occupations were aligned with the minimum education requirements. Highlights are given in Table 20.

TABLE 20

MINIMUM EDUCATION REQUIREMENTS FOR
SELECTED OCCUPATIONAL EMPLOYMENT, Projected 1995

Minimum Educational Level	Examples of Occupations	1995 Projected Annual Job Openings	Percent of Annual Openings
High School Diploma	Opticians; Radio Operators; Cashiers; Counter & Rental Clerks; Retail Salespersons; Stock Clerks; Claims Takers; Sales Floor	167,892	63.0%
Postsecondary Education, Some College	Food Service & Lodging Managers; Registered Nurses; Health Technicians; Engineering Technicians; Computer Programmers in Manufacturing; Ins. Sales; Travel Agents; Construction & Building; Paralegal Personnel	46,524	17.5%
Bachelor's Degree	Managers & Admin.; Wholesale Retail Buyers; Purchasing Agents; Financial & Gen. Managers; Public Rel. Pers.; Social Workers; Teac.; First-line Supervisors; Accountants & Auditors	42,779	16.0%

(cont'd)

Table 20 (cont'd)

Minimum Educational Level	Examples of Occupations	1995 Projected Annual Job Openings	Percent of Annual Openings
Beyond Bachelor's	Educational Admin.; Lawyers; Counselors; Physicians and Surgeons; Law Clerks; Judicial Workers; Clergy	8,149	3.0%
Other		1,241	.5%
TOTAL		266,585	100%

Information about the educational achievement level of employed persons over age 16 reveals that nearly one out of every four workers has less than a high school diploma. Table 21 and Figure 9 present the number and percentages of workers who have achieved various levels of education. Information includes a male-female breakdown. Other information includes:

- 24% of the current workforce, more males than females, has less than a high school diploma.
- Some projections predict that by the year 2000, even most entry-level positions will require 12.6 years of education.
- 38% of the workforce has a high school education.
- 38% of the workforce has education beyond the high school level.

TABLE 21

EDUCATIONAL ACHIEVEMENT OF PERSONS EMPLOYED IN THE WORKFORCE, Over Age 16

Level	Male	Female	Total	% of Employed
0-8 yr. Elementary	285,450	148,436	433,886	8.6%
1-3 yr. High School	448,311	326,565	774,876	15.3%
4 yr. High School	1,017,290	912,783	1,930,073	38.1%
1-3 Yr. College	538,572	430,655	969,227	19.1%
4 Yr. or more College	607,776	352,590	960,366	18.9%
TOTAL	2,897,399	2,171,029	5,068,428	

A lower percentage of females than males in the workforce have less than four years of high school. A higher percentage of females than males have four years of high school education and some college, but males in the workforce are more likely to have four or more years of college.

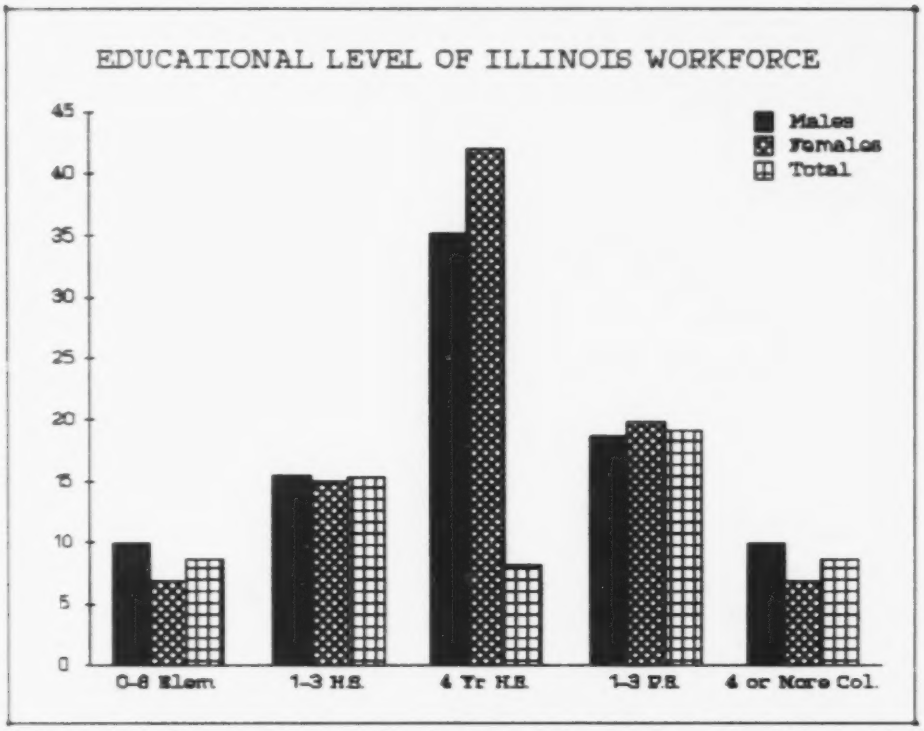

Figure 9: The level of educational achievement of males and females in the Illinois workforce.

The U.S. Department of Labor has projected the educational level of achievement needed by the workforce in the year 2000. ICoVE applied the number of Illinois workers to these needs to determine a general sense of the discrepancies which exist between levels of education possessed by the present workforce and the levels of education these workers must have achieved by the year 2000 to be the productive pool of workers needed. The results are shown on Table 22.

To summarize, the need for advancing the education levels of the existing workforce would entail the following:

- 231,148 workers with less than eight years of education need to be advanced to the level of 1-3 years of high school.
- The above advancement, plus the excess number already in the level will create a pool of 499,182 too many workers having 1-3 years of high school. Their achievement level will need to advance to the four years of high school level.
- Illinois already has more at that level than is needed so this excess plus the current excess will create a pool of 705,989 too many workers with a high school diploma who will need to acquire 1-3 years of college.

- The advancement, plus the current excess, will bring the total excess in the "some college" level to 712,214.

TABLE 22

PRESENT AND FUTURE EDUCATIONAL ACHIEVEMENT LEVELS OF THE ILLINOIS WORKFORCE

Level	Current Numbers	Current Percentage	Number Needed 2000	Percent Needed 2000	Needed Adjustments
0-8 Yr H.S.	433,886	8.6%	202,738	4%	231,148 ↓
1-3 Yr H.S.	774,876	15.3%	506,842	10%	268,043 ↓
4 Yr H.S.	1,930,073	38.1%	1,723,265	34%	206,807 ↓
1-3 Yr Coll.	969,227	19.1%	963,001	19%	6,225 ↓
4 or More Yrs Coll.	960,366	18.9%	1,672,582	33%	712,216 ↑
TOTAL	5,068,428	100%	5,068,428	100%	

- The advancement of the 712,214 excess in the 1-3 years of college to the level of a college degree meets the additional 712,214 needed.

- The total number of advanced level of educational achievement needed by the current workforce to bring it in line with the workforce needs of the year 2000 is 2,148,533. This number represents advancement of more than one level for some workers. Moving over 2,000,000 people upward through the system will not be an easy task.

- Illinois' workforce is too heavy at the lower educational achievement levels. Nearly a quarter million need to advance beyond the 8th grade level. Another half million need to get a high school diploma. Once these two objectives are met, a pool "eligible" for advancing into postsecondary or degree programs will be available.

- The number of workers whose educational level needs to be advanced presents a challenge to both the educational community and the private sector.

- In addition to the current workforce, those new workers who are exiting the educational system must exit at the needed advanced level, or retraining will be necessary for them as well. The current number of dropouts indicates this is not occurring.

Illinois is third in the nation in the number of high technology jobs it has to offer. It is also third in the number of corporate research and development foundations. Illinois ranks fourth in the nation in the number of software firms. By the year 2000, Chicago will rank third among metro centers in job

growth for electronics, electrical technicians, computer programmers and systems analysts. These industries and job opportunities require highly skilled, well-educated workers.

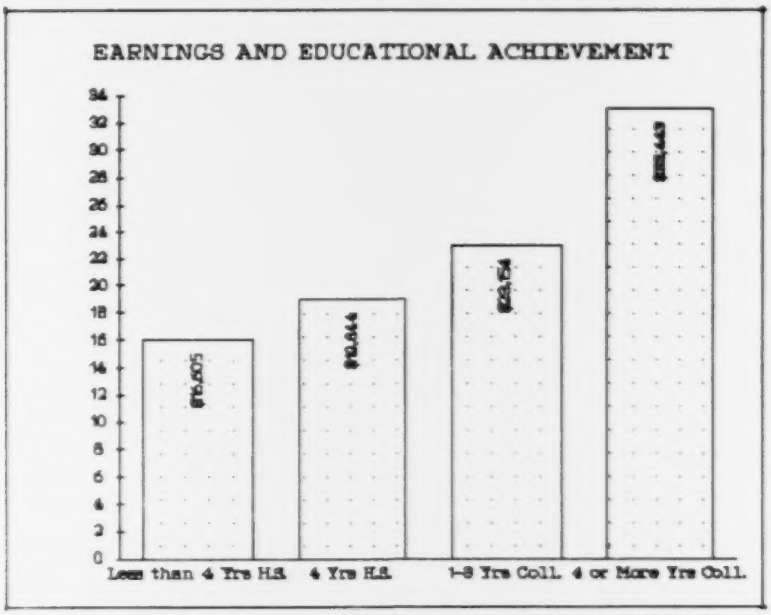

Figure 10: Comparison of achieved level of education and annual earnings in 1986.

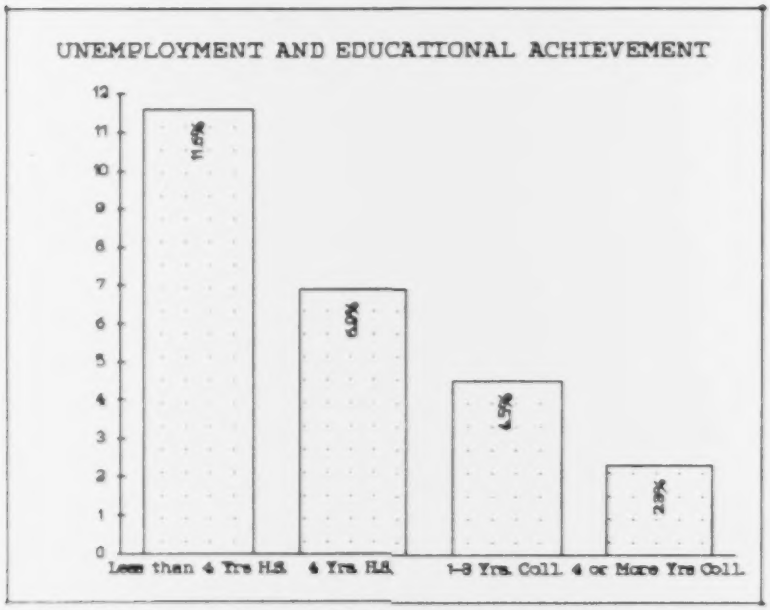

Figure 11: Comparison of educational achievement and likelihood of workers age 25-64 to be unemployed, March 1986.

According to the Department of Labor's calculations, there is a direct relationship between the amount of education acquired by workers and the amount of wages earned. A relationship also exists between the amount of education acquired and the likelihood of unemployment. Figures 10 and 11 show Department of Labor findings regarding these relationships.

SERVICES PROVIDED

The secondary delivery system concentrates most of its efforts on preparing the workforce of the future. Some retraining, upgrading, and updating of the current workforce takes place, but the reporting system does not differentiate among the different types of programs and services being offered to the existing workforce.

The community college delivery system provides the majority of the programs and services to the existing workforce. The community college system has a method of tracking the types of services and programs provided, which gives greater detail than the federal vocational education data reporting system requires.

The information/data base may be useful in assessing the total role vocational education plays in working with the existing workforce. Much of the community college effort is for workers who are seeking upward mobility in the workplace often through the acquisition of technical skills.

Adult education serves about 118,000 people who have not completed high school. Many are from the workforce; others are preparing to enter the workforce. In addition to academic education necessary for achieving a GED or high school diploma, adult education provides vocational education and job readiness competencies.

The job training community provides the major thrust for unemployed and dislocated workers. JTPA programs have a high concentration from the low-skilled segment of the workforce. The emphasis of the program is on the economically disadvantaged which causes the program to provide immediate solutions for the participant, i.e. employment. JTPA does have the capacity to "buy" services from community colleges and secondary systems for education and training that may provide a long-term solution for the participant.

SINGLE PARENT/HOMEMAKER

Single-parent, including teen-parent, and homemaker programs are known as Illinois' initiative Building Opportunities. Within the Building Opportunities initiative, three population groups are targeted for services:

- Teenage single parents
- Adult single parents
- Homemakers

POPULATION IN NEED

National attention to single parents and teen parents has grown significantly in recent years. There are several reasons. The impact on children reared in single-parent families is a result of the increased likelihood that the children will be raised in an environment below or nearing the poverty level. Results on children of the declining family structure are a second concern. Teenagers having babies contribute to the number of children raised below the poverty level, as well as to the likelihood of the child being in a single-parent family. Additional information about the impact of single parents on the economy, wages, poverty, employment, etc., is discussed in ICoVE's Report 10.

Nationally, the single parent and teen parent profile has some of these characteristics:

- 1/4 of all households are single people.
- 59% of children born in 1983 will live with only one parent before reaching age 18.
  - 12% of all children are born out of wedlock, 1/2 to teen mothers.
  - 40% of all children's parents will divorce.
  - 5% of the childrens' parents will separate.
  - 2% of the children will have one parent die.
- 40 teenage girls give birth to their third child every day.
- Teenage mothers tend to have premature babies (poor diet, poor health care). Prematurity leads to low birth weight which is a predictor of major learning difficulties.

  The estimated result is that 700,000 of 3,300,000 (21.2%) annual births are "almost assured of being either educationally retarded or 'difficult to teach.'"

Single teenage parents are more likely to drop out of school than their non-parent counterparts. Employment opportunities are severely dampened by lack of education and training. Only about 1/2 of the female high school dropouts are in the labor force, as compared to 4/5 of the females who graduate from high school.

In Illinois, the single parent/teen parent is receiving attention similar to that at the national level. The growing number of single heads of households, particularly those that are single parent households influence the labor market, as well as the educational setting.

Single parents need well-paying jobs to support a family. The "dual" or "second" income is not available. Most single-parent households are headed by women who have traditionally provided the "second" income when they worked outside the home. As the primary family wage-earner, females are shirking traditionally female-oriented, low-paying jobs and seeking preparation for employment in traditionally male-dominated occupations.

Teen parents, whether single or family, also have special needs. If they continue in school, employment is generally part-time. Employment is also in entry-level positions at low wages; few teenagers are highly skilled. Child care and transportation are barriers to both education and training for teen parents.

In Illinois, approximately 23,000 births each year are to teenage parents. Although the number declined from 34,000 in 1970, the teenage parents who are single increased from 40% to 70% during that time period. Other facts about teenage and single parents in Illinois include:

- 50.2 births per 1,000 are to teens aged 15-19 years.
- 75% of teenage births are to mothers 17-19 years.
- 5,000 of the births to teenage parents are subsequent births, i.e. a second or third child to a teen parent.
- 16 counties account for 90% of teenage births.
- 70% of teen births are to single mothers.
- 50% of white teen parents are single.
- 94% of non-white teen parents are single.
- 1/3 of teen mothers use welfare assistance for support.

SERVICES PROVIDED

Teenage Single-Parent Initiative, one of the three initiatives of Building Opportunity in Illinois, is a cooperative effort involving the State Board and community-based organizations which have a long history of working with teenage parents. These include:

- The Illinois Caucus on Teenage Pregnancy
- The Ounce of Prevention Fund
- Parents Too Soon

The teenage single-parent initiative has ten pilot sites focusing on job readiness skills for teen parents. The sites provide parenting skills for teens. The initiative provides leadership to personnel in communities and schools who are working with teen parents to prepare them for employment. Both male and female teen parents are served.

Perkins funds provide support for locally initiated projects to serve teen parents. Program sites during FY 87 served 534 teen parents. Results and characteristics of participants are shown on Figure 12.

JTPA programs serve 1,372 teen parents in the summer youth program, representing 4%. Other JTPA programs serve 2,239 teen parents, representing 3% of the participants.

TEEN PARENT PROGRAMS AND PARTICIPANTS

CHARACTERISTICS OF PARTICIPANTS

531 Teenage Parents
40 males (8%)
491 Females (92%)

50% School Dropouts (265)

75% Public Aid Recipients (398)

84% Minorities
34 Hispanic (6%)
84 White (16%)
413 Black (78%)

IMPACT

169 Obtained Employment (32%)
187 Received Child Care Services (35%)
275 Received Transportation Assistance (52%)
57 Completed Vocational Skills Training (11%)
42 Completed GED (8%)

Figure 12: A profile of teen parents participating in teen parent program, including program impact.

Adult Single-Parent Initiative, a second of the three Building Opportunity efforts, concentrates its efforts on single adult parents. Many of these single parents are females who have recently become single parents. They are often characterized by either having not been in the labor force in recent years or having been the family's "second" income. In either case, many are striving to update or enhance their skills to enter the labor force or gain upward mobility in the labor force to increase income.

Funds from the Perkins Act support locally-initiated projects to provide services to adult single parents. Special funds provide service to enhance access to regular vocational education programs as well.

Illinois has 12 Displaced Homemaker Centers funded by state general revenue funds and administered by the Illinois Department of Commerce and

Community Affairs. Vocational education funds from the Perkins Act provide technical assistance and in-service education to center personnel. Funds from the Perkins Act support child care, transportation and tuition and fees for center participants needing assistance in accessing training. Figure 13 provides information about the individuals served and the services received.

ADULT SINGLE-PARENT/HOMEMAKER PROGRAMS

CHARACTERISTICS OF PARTICIPANTS

1,797 Displaced Homemakers/Single Parents (9 or .5% were males)

304 High School Dropouts (17%)

1,210 Income Less than $10,000 (67%)

32% Minorities
8 American Indian/Alaskan Native (.5%)
11 Asian American/Pacific Islander (.6%)
58 Hispanic (3%)
497 Black (28%)
1,223 White (68%)

IMPACT

732 Received Transportation Assistance (41%)
205 Children Provided Child Care
1,510 Received Tuition and Fees Support (84%)
1,133 Job Development and Placement Services (63%)

Figure 13: A profile of adult single-parent/homemaker program participants including program impact.

Four percent of 1,347 participants of JTPA's summer youth programs are single heads of households. Nineteen percent or 15,185 participants of the JTPA Title IIA Employment and Training, Older Individuals, and Title III Dislocated Worker programs are single heads of households.

Homemakers are the third focus of the Building Opportunity initiative in Illinois. Homemakers are served primarily through the displaced homemaker centers and regular vocational education programs for occupational skill development and enhancement. State support, using the Perkins Act funds, makes special project funds available for locally initiated programs to serve the needs of homemakers as well. See Figure 13.

Project Access provides a catalog of services for homemakers and single parents to counselors and individuals working with these participants. The Consumer and Homemaker Program (CHEP) discussed in ICoVE's Technical Reports 12 and 14 targets services to disadvantaged homemakers in the urban

areas around East St. Louis and Chicago. CHEP objectives include improving the quality of life and the job-readiness skills of the participants.

JTPA programs also assist homemakers, 1,392 or 2% of the participants are displaced homemakers.

Figure 14 provides information about the locally initiated programs which provide service to both teenage and adult single parents and homemakers. Programs are delivered through regional delivery systems, local high schools, community colleges, community-based organizations, education service regions, and adult education centers.

LOCALLY INITIATED SINGLE PARENT AND HOMEMAKER PROGRAMS

PARTICIPANT CHARACTERISTICS

2,283 Single Parents and Homemakers
112 Male (5%)
2,171 Female (95%)

23% Minorities
1,669 White (73%)
504 Black (22%)
86 Hispanic (4%)
11 Asian American/Pacific Islander (.5%)
8 American Indian/Native Alaskan (.4%)
5 Other (.2%)

75% Annual Family Income Less than $10,000 (3,044)

30% High School Dropouts (785)

51% Public Assistance Recipients (1,164)

Figure 14: A profile of participants being served through locally initiated programs.

Funding for Services

The Perkins Act requires that 57% of the basic grant for vocational education be spent for special population services and programs. For the single parents/homemakers, 8.5% of the basic grant is designated. In Illinois this amounts to approximately $3,000,000 annually. Of all the funds designated for special populations (slightly more than $18,000,000), the share for single parents/homemakers is about 17%.

During FY 87, of the approximately $3,000,000 spent for single-parent/homemaker programs and services, 5% or $160,000 was spent to provide child care services. A nearly equal amount was used to support transportation for participants. Approximately $650,000 or 22% of the special funds are used to provide tuition, fees, and books for the participants.

DISADVANTAGED, HANDICAPPED, AND LIMITED-ENGLISH-PROFICIENT

This section of the report is concerned with three segments of the special populations addressed to a great extent in the Carl D. Perkins Vocational Education Act. Twenty percent of the federal basic grant to Illinois is used to provide special services and programs needed by these populations to assure their access to programs.

The three special populations [i.e. disadvantaged, handicapped, and limited-English-proficient] are reviewed in the same section because much of the data collected is a composite of all three. The process established by the State Board to distribute funds to serve these populations and the processes used to monitor and account for the funds and efforts are the same. Needs are addressed separately for each.

POPULATION IN NEED

Some special population groups which are considered "disadvantaged" are reviewed separately in this report, information will not be repeated in this section.

Limited-English-Proficient

Illinois public schools have approximately 60,000 students who have been identified as having language backgrounds other than English and being one grade below their grade level for English proficiency. Seventy-five percent or 45,334 of these students participated in bilingual education programs during FY 88. Of these, 77% were in Chicago and 23% were downstate students. Bilingual education enrollment represents 2.5% of the total public school enrollment. Nine Illinois schools had concentrations of limited-English-proficient students exceeding 50% of their total enrollment. Spanish is the highest ranking non-English language spoken, accounting for about 76% of all the second languages. The next highest was Korean, spoken by 2.5%. Eighteen different languages have been identified.

Vocational education identified 10,541 participants, representing 1.5% of its total enrollment, who needed special services to help them overcome their limited-English proficiency in order to access vocational education programs.

The JTPA summer youth program has 388 participants or 1% who have limited- English proficiency. Other JTPA program participants with limited-English proficiency total 1,927 or 2%.

The community colleges in Illinois served 8,340 students who needed English as a second language programs. Adult education had 49,000 limited-English-

proficient students participating in adult education programs; 793 GED tests were administered in Spanish.

Three out of every 100 Illinois students have limited-English proficiency and are eligible for bilingual education services. The need for programs to assist limited-English-proficient students is predicted to increase because the birth rate and immigration of the Hispanic population is the highest among all groups.

Handicapped

Information about the number of handicapped individuals in the adult population is not readily available. Some information is available to indicate the number of adults who receive special financial assistance to help meet financial needs. Information reported is monthly data generated by the Illinois Department of Public Aid.

Persons Receiving Financial Assistance, June 1987

148,590 Disabled
62,682 Aged
1,232 Blind

212,504 Total (represents 3.1% of population over age 20)

Information about the number of handicapped students in elementary/secondary schools is based on the number who are being served by the educational system in the "Chapter 1" or "Special Education" programs. Numbers served by state agencies aside from the educational system are not included.

TABLE 23

NUMBER PROVIDED SPECIAL EDUCATION SERVICES
BY HANDICAPPING CONDITION, 1986-87
(Age 5-17)

96,231	Learning Disabled 43.6%
24,220	Mentally Handicapped 11.0%
25,190	Educationally Handicapped/ Behavior Disorder 11.4%
3,736	Hearing/Visually Impaired 1.7%
4,934	Other Handicapped 2.3%
66,164	Speech Impaired 30.0%
220,475	Total; 10.43% Total enrollment

Not all students receiving "Chapter 1" assistance are included in the public school enrollment as special education. Special education enrollment according to ISBE reports include:

47,199 Elementary Special Education Enrollments (3.7%)
29,878 Secondary Special Education Enrollments (5.3%)

The secondary enrollment accounts for slightly more than 5% of the total school enrollment. Vocational education 1988 enrollments included 49,549 or 7% handicapped students who needed special services to succeed in vocational education.

Disadvantaged

The educationally disadvantaged population needing to be served in Illinois is described in several ICoVE Technical Reports, e.g. 9, 10, 11, 12, 15, and 16. This report also contains information describing the economically disadvantaged population in Illinois, the incarcerated, the single parent/homemaker population, the workforce and adult populations which are disadvantaged, disadvantaged minority populations, and others. Additional information may be gleened from the description of services provided.

SERVICES PROVIDED

Funds made available to Illinois from the Perkins Vocational Education Act may be used to provide programs and services needed by the special populations comprised of disadvantaged, handicapped, and limited-English-proficient students in order for them to access and be successful in vocational education. In order for the special set-aside funds to be used, the programs and services must go beyond those provided to students who are not characterized by this population group. In addition, each student is to receive an assessment of his/her interests, abilities, and special needs related to successfully completing vocational education.

Illinois has adopted a comprehensive vocational assessment consisting of three levels. The levels established allow assessment personnel to determine movement through the system. An overview of activities involved in each level follows:

Level I: Review of cumulative data, career interest testing, aptitude and ability testing, student, parent and teacher interviews, informal teacher assessment, student observations.

Level II: Builds on level one information and includes career maturity ratings, job readiness, work samples, work-related behaviors, and learning style inventories.

Level III: Continues to build on previous assessment activities and incorporates simulated job stations, functional living skills, production work, situational assessment, and contracted work.

Funds available from the Perkins Act are allocated to local school districts and community college districts based on the funding formula which includes

data about the number of students needing to be served. (Under the new EFE policy containing the regional delivery systems, allocations for secondary programs will be through the RDS.) Each system, i.e. RDS or community college district, submits as part of its overall plan, a plan for providing needed services to the disadvantaged, handicapped or limited-English-proficient students. A discussion of these incentives occurs later in this section.

During FY 87 and FY 88 vocational education provided over 1/3 of its total enrollment with special services or programs needed in order for the students to succeed in vocational education. Table 24 summarizes the two fiscal years by showing the number and percentages served in each group.

TABLE 24

SERVICES TO SPECIAL NEEDS POPULATIONS

TOTAL V.E. ENROLLMENT: FY 87 = 741,080 FY 88 = 696,884

	FY 87	FY 88
Disadvantaged	187,080	186,468
% of V.E. Enrollment	25%	27%
Handicapped	45,966	49,549
% of V.E. Enrollment	6%	7%
Limited-English-Proficient	9,439	10,541
% of V.E. Enrollment	1%	2%
Total	242,485	246,558
% of V.E. Enrollment	33%	35%

The proportion of the vocational education enrollment receiving services from Perkins Act funds increased between FY 87 and FY 88. In addition, funds provided services through mini-grants for exemplary initiatives requested by local districts. Table 25 reports the number of students served at different levels and by the types of institutions providing the services.

TABLE 25

SERVICES TO SPECIAL POPULATIONS
By Type of Institution and Level, FY 87

SECONDARY LEVEL	Total Enrollment	Special Population[1] H	L	D	Total H, L, D	Percent
High Schools	374,985	31,822	6,068	108,439	146,329	39%
AVC	19,011	2,061	23	5,979	8,063	42%

(cont'd)

Table 25 (cont'd)

Secondary (cont'd)	Total Enrollment	Special Population[1] H	L	D	Total H, L, D	Percent
State Agencies (Youth Corrections, DORS, DMH)	9,055	891	57	1,008	1,956	22%
Subtotal	403,051	34,774	6,148	115,426	156,348	39%
Postsecondary Level						
Com. College	278,088	3,281	2,813	63,278	69,372	25%
Teach. Inst.	23,502	35	42	1,288	1,365	6%
Corrections	5,316	738	-	3,501	4,239	80%
Subtotal	306,906	4,054	2,855	68,067	74,976	24%
ADULT LEVEL						
High School	17,460	25	436	2,108	2,569	15%
Tech. Inst.	1,212	-	-	-	-	-
AVC	4,290	-	-	556	556	13%
State Agencies (Mental Health, DORS, DMH)	8,121	7,115	-	923	8,038	99%
Subtotal	31,083	7,140	436	3,587	11,163	36%
TOTAL - ALL LEVELS						
Secondary	403,051	34,774	6,148	115,426	156,348	39%
Postsecondary	306,906	4,054	2,855	68,067	74,976	24%
Adult	31,083	7,140	436	3,587	11,163	36%
TOTAL	741,041	45,968	9,439	187,080	242,487	33%

[1]D = Disadvantaged; H = Handicapped; L = Limited-English-Proficient

Special services provided to special population students by local educational agencies (LEAs) who reported expenditures for providing services are shown in Figure 14. Not included in the information are Chicago, Corrections, or ESRs.

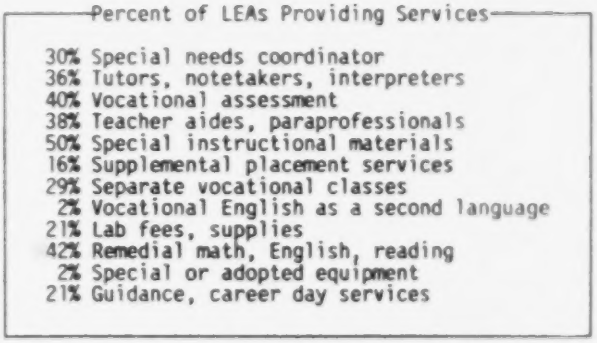
Percent of LEAs Providing Services
30% Special needs coordinator
36% Tutors, notetakers, interpreters
40% Vocational assessment
38% Teacher aides, paraprofessionals
50% Special instructional materials
16% Supplemental placement services
29% Separate vocational classes
2% Vocational English as a second language
21% Lab fees, supplies
42% Remedial math, English, reading
2% Special or adopted equipment
21% Guidance, career day services

Figure 14: Percentages of local districts using funds available under the Perkins Act to provide service.

Half of the districts used funds from the special needs set-asides to acquire special instructional materials. The second largest use was to provide remedial education in academic subjects. The comprehensive vocational assessment process was supported by the funds in two of every five districts. Approximately one-third of the districts had use for the funds to provide tutors, notetakers, and interpreters. Only 2% needed the assistance to provide special equipment or make equipment adaptations for the handicapped.

Special services and programs are provided to special needs populations in a variety of ways. The most popular is to mainstream special needs students with other vocational education students and provide support services. At the adult level, separate programs are frequently set up. Table 26 illustrates how special services are provided at the different program levels.

TABLE 26

DELIVERY OF SPECIAL NEEDS SERVICES

	H	L	D	Total	Percent of Total
SECONDARY PROGRAMS					
Mainstream, No Support Services	5,703	264	19,018	24,985	16.0%
Mainstream with Support Services	25,028	5,819	95,285	126,132	80.6%
Separate Programs	4,051	65	1,162	5,278	3.4%
Subtotal	34,782	6,148	115,465	156,395	
POSTSECONDARY PROGRAMS					
Mainstream, No Support Services	1,360	332	15,102	16,744	22.4%
Mainstream with Support Services	2,694	2,523	52,955	58,172	77.6%
Separate Programs	0	0	0	0	0%
Subtotal	4,054	2,855	68,057	74,916	

Summary of secondary and postsecondary provision of services to the special populations:

18% Mainstream, no support
80% Mainstream with support
2% Separate programs

ADULT PROGRAMS					
Mainstream, No Support Services	918	0	150	1,068	9.6%
Mainstream with Support Services	561	0	3,224	3,785	33.9%
Separate Programs	5,659	436	213	6,308	56.5%
Subtotal	7,138	436	3,587	11,161	

INCENTIVES FOR SERVICES

The State Board allocates funds to serve special populations by the "D & H Formula" described in ICoVE's Technical Report 4. Eligible recipients request

these funds by submitting an application which describes the services they will provide and indicating that the local matching requirement will be met.

Each year about $10,000,000 is allocated through the formula for providing services to disadvantaged, handicapped, and limited-English-proficient vocational education participants. An additional $16,000,000 is made available through special projects for serving other targeted groups such as homemakers, single parents, incarcerated, and others. (See Report 4)

Historically, Illinois' vocational education programs have not used all of the funding incentives available for providing services to the special population participants. Some were unable to provide the local match requirement. Small districts received small amounts of funds and indicated it "wasn't worth the paperwork" to apply for the funds. Districts with small populations of special needs students often did not provide services because they lacked the personnel to develop the services or enough students to profit from them.

The EFE's RDS consolidates the special needs funds for all districts in the region, thus providing a "pool" of funds large enough to design and deliver services. It is anticipated that very little of the special needs funds will be de-obligated beginning in FY 89.

Table 27 shows the amount of federal and local funds used to support disadvantaged and handicapped services in FY 87.

TABLE 27

EXPENDITURE OF D & H FUNDS, FY 87

	Reimbursement Made		Local Match		Total Expended	% of Total
H	$ 3,369,685	28%	$ 8,733,010	72%	$12,102,695	36%
D	7,405,036	34%	14,369,200	66%	21,774,236	64%
D	6,175,429	32%	12,902,691	68%	19,078,120	56%
LEP	1,229,607	46%	1,466,509	54%	2,696,116	8%
Total	$10,774,721	32%	$23,102,210	68%	$33,876,931	

Table 28 illustrates the pattern of how Disadvantaged (D) & Handicapped (H) funds have been allocated, distributed, de-obligated and expended. The funds in the de-obligated and "turn down" columns are expected to decrease as a result of the RDS.

In addition to funding programs through the reimbursement funding formula, special needs initiates can be funded through special projects. The special project effort also provides for statewide services having the potential to improve the overall Illinois initiative. For example, two projects designed to provide technical assistance and in-service education seminars for persons working with handicapped were provided.

TABLE 28

PLANNED AND ACTUAL EXPENDITURE OF D & H FUNDS, 1987

	Planned Allocation	Application Requests	Reimbursements Made	Deobligation	"Turn Down"
H	$ 3,699,236	$ 3,563,680	$ 3,369,685	$193,995	$135,556
D	8,005,345	7,770,110	7,405,036	295,074	305,235
• D	(7,677,076)	(6,460,103)	(6,175,429)	(284,674)	(1,216,973)
• LEP (4% of D)	(328,369)	(1,240,007)	(1,229,607)	(10,000)	(-911,738)
Total	$11,704,581	$11,333,790	$10,774,721	$489,069	$440,791

Includes $929,860 carry-over
LEP requests far exceeded allocations. De-obligated and "turn down" funds available from disadvantaged allocations were used to fulfill requests for LEP services.
Explanation of Funds: • Planned - Application = Turn Down; • Application - Reimbursement = De-obligated; • De-obligated + Turn Down = Carryover; • Planned - Reimbursement = Carryover

Projects were funded to provide technical assistance and in-service education seminars for persons working with programs serving disadvantaged students. One was specifically designed to target LEP programs.

Assessment and support services for native Americans who have been recruited into vocational education also received funding support through the special project process.

ICCB'S Disadvantaged Student Grants (including handicapped and outreach)

Disadvantaged student grants to community colleges provide funds needed for special or supplementary services for economically, socially, or culturally disadvantaged. The grants make services such as tutoring, counseling, referrals to other agencies, and testing and evaluation possible in community colleges throughout the state. The grants also provide needed services to handicapped students including interpreters for the hearing impaired, notetakers for visually impaired, and assistance for mobility impaired.

Outreach efforts made possible through the grants provide for recruiting a number of targeted populations. Community colleges offer remedial and adult education courses for these individuals to correct their educational deficiencies, particularly academic skill deficiencies. Outreach services seek individuals such as:

- displaced workers
- single parents
- minorities
- women returning to the workplace
- illiterate adults

The $7,932,990 allocation enables disadvantaged students to access community college programs, regardless of economic or academic deficiencies and handicapping conditions. All community college districts in the state

participate in the grants, except State Community College which has the services funded in a different manner.

- Tutoring services reached the highest number of students. In FY 88, 87,533 students received an average of 7.37 hours of tutoring. This was a 3.4% increase in the number of students and a 17.5% increase in the hours of tutoring from the previous year.

- Evaluation and testing services were provided to 85,721 students, an increase of nearly 6,000 students. Testing and evaluation averages slightly over two hours per student.

- Educational/career counseling was provided to 69,149 disadvantaged students. The average amount of counseling was 2.67 hours per student. The number of students receiving counseling increased by over 7,400 from the previous year, but the amount of time spent with each student decreased from 4.12 hours to 2.67 hours each.

- Referring students to other agencies for needed or additional services is a valuable service provided by the community colleges to 5,805 students. This represented about 500 fewer referrals than in 1987. Providing referrals requires about one hour per student.

- Expanding the grant program to include outreach and retention services resulted in a large increase in the services categorized as other direct support services. The number served more than doubled from 1987 to 1988 bringing the total to 277,512. These direct services require the highest number of hours per student served of all services, averaging 4.36 hours per student.

TABLE 29

SERVICES PROVIDED BY ICCB DISADVANTAGED STUDENT GRANTS, FY 88

Support Service	No. of CC Districts	No. of Students[1]	Contact Hours
Tutoring	35	87,553	645,378
Educational/Career Counseling	29	69,149	185,223
Testing/Evaluation	35	85,721	173,685
Referrals to External Agencies	26	5,805	5,003
Other Direct Support Services	26	29,284	201,774
TOTAL		277,512	1,211,063

Source: Illinois Community College Board [1]Unduplicated by service provided

Fifteen community college districts used the disadvantaged student grants specifically for minority students. The results of those efforts are shown on Table 30.

TABLE 30

SPECIAL PROGRAMS FOR MINORITY STUDENTS USING DISADVANTAGED STUDENT GRANTS

Type of Service	Number of Students[1]	Average Hours Per Student
Tutoring	40,165	6.61
Counseling, including peer, career, academic and financial aid	41,072	3.61
Workshops	3,687	3.15
Assessment/Testing	32,750	1.28
Other, incl. bilingual, computer-assisted instruction, parenting, self-esteem	9,053	2.43
TOTAL	126,727	4.08

Source: adapted from Illinois Community College Board
[1]Unduplicated by service provided

Special literacy development programs served students in 15 community college districts. Tutoring provided the service most needed. Literacy programs using the grant funds at community colleges in 1988 increased 11 percent in the number of individuals served over the previous year. Literacy programs are also provided by other ICCB funds, the Secretary of State, Adult Education Act grants, and local funds. Table 31 provides more specific information about the grants.

TABLE 31

STUDENT SERVICES FROM LITERACY DEVELOPMENT USING DISADVANTAGED STUDENT GRANTS, 1988

Types of Services	Number of Students[1]	Contact Hours	Average Hours/student
Tutoring	3,818	66,669	17.46
Counseling, incl. peer career academic & financial aid	2,907	5,944	2.04

(cont'd)

Table 31 (cont'd)

Types of Services	Number of Students[1]	Contact Hours	Average Hours/student
Assessment and Testing	4,864	7,407	1.52
Other Services	214	1,057	4.94
TOTAL	11,803	81,077	6.87

[1]Unduplicated by service provided
Source: adapted from Illinois Community College Board

In 1985, ICCB amended rules pertaining to the use of Disadvantaged Student Grants for the support of credit courses. This increased the amount of funds available to support adult basic education, English as a Second Language, and remedial courses. The result was increased services to students.

The number of students served increased from 1987 to 1988 in adult basic education and English as a second language programs. The number of students served during this time frame decreased in adult secondary education and remedial courses, but the credit hours generated increased for the adult secondary education programs. Table 31 provides additional information about the programs. These programs are only a portion of the adult education programs offered in community colleges. Other programs are reported in the adult and workforce needs section.

TABLE 32

ADULT EDUCATION AND REMEDIAL COURSES USING DISADVANTAGED STUDENT GRANT FUNDS, 1988

Program/Courses	Students Served[1]	Credit Hours	Number of Districts
Adult Basic Education	25,732	169,602	24
Adult Secondary Education	10,128	43,530	22
English as a Second Language	8,340	31,735	23
Remedial Courses	7,339	20,377	15
TOTAL	51,539	265,244	

Source: adapted from Illinois Community College Board
[1]Unduplicated by service provided

ICoVE'S STUDY OF ACCESS

In the fall of 1988, the Illinois Council on Vocational Education conducted a survey of vocational education delivery system administrators to assess their perceptions of recent events which may or may not have impacted access to vocational education since the initiation of these events. The primary events being assessed included:

- Carl D. Perkins Vocational Education Act of 1984, funds for special populations;
- School reform initiatives (1985), including increased high school graduation requirements;
- ISBE's Education for Employment Policy adopted in 1984 with transition activities leading to implementation in 1989.

ICoVE's primary focus of the study was the access of special populations to vocational education. Results of ICoVE's findings are reported in the following narrative descriptions and tables.

RESULTS

Questionnaires were mailed to 61 regional delivery system (RDS) directors, 90% returned a completed questionnaire. Forty-nine questionnaires were mailed to community college (CC) deans, 80% participated by returning their responses to the items.

IMPACT OF SCHOOL REFORM ON ACCESS

QUESTION: To what extent do high school graduation requirements (or other school reform efforts) limit access to vocational education?

Continuum: 0 = no limiting effects; 1 = few limits; 2 = some limits; 3 = extensive limits.

RESPONSE: (Shown in percent responding)

	0	1	2	3
RDS Directors	0%	4%	22%	74%
CC Deans	8%	19%	43%	30%

Regional delivery system directors perceive high school graduation requirements and other school reform efforts as extensively limiting access to vocational education (74%). An additional 22% believe these have "some" limiting effect. Less than 5% perceive the effect as "little."

The community college deans (73%) perceive the impact to be "some" or "extensive" in limiting access, with 30% considering the limits "extensive." Eight percent perceive no limiting effects.

QUESTION: To what extent do high school graduation requirements (or other school reform efforts) limit access to vocational education for special populations? (disadvantaged, handicapped, etc.)

Continuum: 0 = no limiting effects; 1 = few limits; 2 = some limits; 3 = extensive limits.

RESPONSE: (Shown in percent responding)

	0	1	2	3
RDS Directors	2%	17%	38%	43%
CC Deans	8%	24%	54%	14%

Both the RDS directors and community college deans believe that school reforms, especially increased graduation requirements, are limiting the access of special populations to vocational education. The extent of limitations, as perceived by these administrators, is not as extensive for special populations as for the general population, but still, only about a 1/5 to 1/4 believe the limits are "none" or "few."

PARTICIPANT COMMENTS: (Participant comments re the above two questions)

REGIONAL DELIVERY SYSTEM DIRECTORS

- *Special needs students sometimes have to repeat required classes in order to get a passing grade. With so little time for electives in the first place, this really limits them.*

- *There is not enough time in the day for students to meet mandates, college entrance requirements and state graduation requirements and still have time to take an elective course such as voc. ed.*

- *The biggest limiting factor is the universal belief that the only worth-while education is a college-bound curriculum. Counselors, students and parents (including handicapped and disadvantaged) are very careful about taking courses that will lead to college.*

- *The limits to voc. ed. are the college entrance requirements in Illinois, not local requirements--all (almost) parents want their offspring to prepare for college.*

- *They require students and schools to plan and schedule high school courses when students are freshman. At that age students are too immature to make good decisions.*

- *[Graduation requirements] has an extensive and devastating impact on enrollment in all electives, especially voc. ed.*

- *Voc. ed. enrollment has suffered because of Illinois Board of Higher Education entrance requirements.*

- *Higher Board of Education requirements in Illinois are the most limiting.*

- *The new Illinois Board of Higher Education university entrance requirements are devastating to vocational education and other electives. Plus they serve no purpose.*

- *There is a need to start looking at academic and vocational education to start integrating working together. Every student will go to work!*

- *Students do not have enough hours in the day to take vocational courses, which in most cases are electives.*

- *Increased requirements have had significant impact on the quality of student in vocational programs. Bright highly motivated students are not taking our classes.*

COMMUNITY COLLEGE DEANS

- *Students in our region have only 2 electives in 4 years of high school studies.*

- *The question is not "to what extent" but "whether it should limit access or not."*

- *There should be no limitations for those people [special populations].*

- *Individual assessment of incoming students impacts program access, not high school graduation requirements per se.*

- *Unfamiliar with particular high school graduation requirements.*

- *Limited funds for education and structured day schedule coupled with graduation requirements leaves little on the plus side for administrators to retain vocational subjects in the secondary school system.*

- *Depends on how local high school boards accept certain courses as they relate to graduation requirements, i.e. principles of technology, tech prep programs, etc.*

- *Depending on the number of courses a student is able to take, students may be limited in exposure to voc. ed. However, strong general education skills are needed in voc. ed. at the college level.*

- *While the high school graduation requirements may limit access at the secondary level, they should increase the voc. ed. success rate at postsecondary.*

IMPACT OF FEDERAL FUNDS ON ACCESS

QUESTION: **To what extent have federal funds affected services to each of the special population groups listed below?**

Continuum: 6 = strongly positive; 1 = strongly negative
"No opinion/not knowledgeable" responses were tabulated separately from those responding to the continuum.

RESPONSE: (Shown in percent responding)

	6	5	4	3	2	1	No opinion/ Not knowledgeable
HANDICAPPED:							
RDS Directors	30%	36%	32%	2%	–	–	2%
CC Deans	33%	25%	39%	3%	–	–	5%
DISADVANTAGED:							
RDS Directors	31%	42%	25%	2%	–	–	4%
CC Deans	27%	49%	19%	5%	–	–	3%
LIMITED-ENGLISH PROFICIENCY							
RDS Directors	31%	24%	31%	14%	–	–	46%
CC Deans	18%	18%	52%	9%	3%	–	13%
ADULTS NEEDING TRAINING, RETRAINING							
RDS Directors	19%	36%	31%	11%	–	3%	33%
CC Deans	24%	30%	38%	8%	–	–	3%
SINGLE PARENTS/HOMEMAKERS							
RDS Directors	32%	39%	21%	5%	3%	–	30%
CC Deans	24%	36%	30%	10%	–	–	13%
NON-TRADITIONAL PARTICIPANTS							
RDS Directors	15%	24%	46%	15%	–	–	28%
CC Deans	6%	36%	48%	10%	–	–	18%
INCARCERATED							
RDS Directors	50%	–	38%	12%	–	–	85%
CC Deans	–	17%	61%	22%	–	–	53%

(cont'd)

	6	5	4	3	2	1	No opinion/ Not knowledgeable
Total RDS	26%	34%	32%	8%	.4%	.4%	33%
Total CC	21%	31%	39%	8%	.4%	–	15%
GRAND TOTAL	23%	33%	35%	8%	.4%	.2%	25%

PARTICIPANT COMMENTS: (Participant comments stated on questionnaire re the impact of federal funds on services to special populations)

REGIONAL DELIVERY SYSTEM DIRECTORS

- *The next questions you need to be concerned about are the kinds of restrictions and how they affect serving regional populations.*
- *It is effective and helpful but the paper work and rules and regulations are burdensome. Funds that could go to kids often go to salaries for extra coordinators.*
- *Special education funds for the handicapped have had enormous positive influence. Vocational funds are basically inconsequential for the handicapped and have limited effect on others.*

COMMUNITY COLLEGE DEANS

- *Again, the question is not "to what extent" but "whether federal funds should support such services."*
- *Funds are not the only influence when offering programs or what kind of programs. Also, restricted funds restrict people who may participate.*
- *Difficult to determine effects of federal money laundered through the state. Time frame indefinite: This year? Past three? Fifteen?*
- *This is a difficult question. While I marked 6, I do not want to imply that we would not do these things without federal funds.*

Two-thirds of the RDS directors believe that federal funds have had a strong influence on services to special populations. The other one-third believe there has been some impact. The community college deans responded as 60% and 40%, respectively.

About three-fourths of both the directors and the deans perceive federal funds as having a strong impact on services to the disadvantaged. Fewer ratings were given at the lower end of the continuum than for any of the other populations included in the study.

Nearly half of the RDS directors marked "no opinion/not knowledgeable" pertaining to the impact of funds on populations who have limited English proficiency. Of those who responded, over half were positive about the influence. Community college deans were not as positive; about 1/3 were positive, with 1/2 being moderately positive. Community college deans did not have a large group that failed to respond to the question so it may be assumed that deans are more involved, therefore more knowledgeable about services to limited English proficient populations than are the RDS directors.

Over half of both the RDS directors and the community college deans responding to the item, marked the top two ratings for the impact of the Perkins funds on serving adults who are in need of training; however, 1/3 of all the RDS directors marked "no opinion/not knowledgeable." One-third of those responding (both groups) rated the influence on adult needs a middle rating.

About 1/3 of the RDS directors indicated they had no opinion or were not knowledgeable about the effect of federal funds on services and access pertaining to single parents and homemakers. Of those who did rate the item, over 70% rated it favorably, 60% of the deans rated it favorably.

Nearly three of ten directors and two of ten deans indicated no opinion or a lack of knowledge concerning the effect of federal funds on providing services to the non-traditional participants. Of those who rated the item on the continuum, a low percentage gave it the highest rating, but 1/4 to 1/3 rated it as fairly positive. About 1/2 from both groups marked the influence on non-traditional program participants a three on the six-point continuum.

The majority of both the directors (85%) and the deans (53%) did not rate the impact of Perkins funds on providing services to the incarcerated. Of those who did, RDS directors tended to be positive. CC deans (83%) rated the impact 1/2 way on the continuum.

Over half of all the ratings given by the deans and the directors were given the highest 1/3 of the continuum. Less than 10% were given on the lower half of the continuum.

IMPACT OF EFE POLICY AND DELIVERY SYSTEMS ON ACCESS

QUESTION: **To what extent do you believe the Education for Employment Policy, using the secondary regional delivery systems and the community college delivery system will affect services to the special population groups listed below?**

Continuum: 6 = strongly positive; 1 = strongly negative
"No opinion/not knowledgeable" were tabulated separately from those responding to the continuum.

RESPONSE: (Shown in percent responding)

	6	5	4	3	2	1	No opinion/ Not knowledgeable
HANDICAPPED:							
RDS Directors	38%	31%	29%	2%	-	-	2%
CC Deans	13%	37%	39%	11%	-	-	-
DISADVANTAGED:							
RDS Directors	42%	27%	27%	4%	-	-	2%
CC Deans	18%	37%	34%	11%	-	-	-
LIMITED-ENGLISH PROFICIENCY							
RDS Directors	30%	27%	33%	10%	-	-	38%
CC Deans	15%	24%	46%	15%	-	-	13%
ADULTS NEEDING TRAINING, RETRAINING							
RDS Directors	26%	24%	37%	11%	-	2%	28%
CC Deans	11%	36%	42%	11%	-	-	3%
SINGLE PARENTS/HOMEMAKERS							
RDS Directors	36%	33%	23%	5%	3%	-	26%
CC Deans	11%	44%	36%	9%	-	-	5%
NON-TRADITIONAL PARTICIPANTS							
RDS Directors	18%	26%	37%	16%	3%	-	28%
CC Deans	6%	29%	53%	9%	-	3%	11%
INCARCERATED							
RDS Directors	30%	10%	40%	20%	-	-	81%
CC Deans	6%	13%	69%	12%	-	-	58%
Total RDS	27%	21%	45%	6%	.6%	.3%	19%
Total CC	12%	33%	43%	11%	0%	.4%	20%
GRAND TOTAL	20%	26%	44%	8%	.3%	.3%	20%

PARTICIPANT COMMENTS: (Participant comments re the impact of ISBE's EFE policy, using the secondary regional delivery system and the community college district delivery system to provide services to special populations.)

- *The potential for EFE to make great inroads is present because through the regionalization efforts, more staff and directors are aware of the available services, programs, and funds. Before the massive planning activities, these people may never have been aware of the availability of these things.*

- *EFE is having a detrimental effect on regular vocational education, and its effectiveness on other populations are, and will be, neutral at best.*

- *I think that as the state moves even further into EFE, these groups will be more positively affected.*

- *The flow-through idea doesn't work well. It should go directly to each school where the people involved know the need and see to it that it is used to help kids in need. Outside people just don't know what is going on. Let's get the money and the supervisor in the trenches--not from offices miles away from the students.*

- *We have just started to address these. To respond now would be a poor guess.*

- *Things haven't changed significantly since EFE arrived on the scene, mainly because it was going very well to begin with.*

- *The special needs coordinators have been helpful.*

- *There are a lot of programs for handicapped students through special ed. They seem very slow to enroll in vocational programs. Disadvantaged groups are receiving a lot of attention instead of being altogether ignored. That's got to help. While we have adults needing ESL services through adult programs, we have very few high school age ESL problems in vocations programs in this region. Adult training and retraining in this region is a problem which will be best served when a community college is established.*

- *Currently, there are very few, reasonably priced comprehensive adult vocational programs. Because of Building Fairness, non-traditional enrollments are expected to increase. Without that initiative it would not happen. There are no programs through the public schools (no community college) for single parents or displaced homemakers.*

- *The only incarcerated group in this region is a temporary group in the county jail facilities. They receive GED/ABE program services, but they do not have vocational programs.*

- *The EFE system is now established--we hope that it will be funded to allow for services to be provided at a quality level--If funding is reduced and local LEA's move to pick up additional costs as in the past for ISBE priority (not LEA) programs - the EFE movement may be over and kids lose out again! It will be very hard to get schools working together again if we fail this time.*

- *To my knowledge the EFE system or the community college do not work with the incarcerated.*

COMMUNITY COLLEGE DEANS

- *By answering 6, I do not mean that we would do things differently if the funds were gone. We might, however, not be able to do as much.*

- *Having high school and college faculty work together to articulate their courses/program has been very productive for us.*

- *Voc. ed. and non-voc. ed. subjects need each other. I am often hearing "If they can't cut it--put them in voc. ed.", "those not going to college should take voc. ed." I believe these statements are a gross misrepresentation of our education system. I ask you or anyone else--if students take vocational classes at CC, are they college students or are they vocational students? I do not see any effect one way or the other.*

- *The high schools are doing all the required paper work, cashing the checks, but doing zero.*

For the most part, regional delivery system directors perceive the impact of federal funds and the new EFE policy having a similar amount of impact on the services provided to special populations. Although the directors gave a slightly higher percentage of "3" ratings vs "2" ratings to the EFE impact, suggesting the EFE influence to be slightly less.

The community college deans gave the 50% of all ratings assessing the influence of Perkins Funds to the two highest, but shifted from 21% being "6" ratings and 31% being "5" ratings to 12% and 33%, respectively, when rating the influence of the EFE on services to special populations.

Although the EFE policy seems to have a slightly less impact on services than the Perkins funds, only four of 419 ratings were on the lower 1/3 of the continuum and less than 10% were on the lower half. Forty-six percent of all ratings were given on the positive 1/3 of the continuum, 44% were in the middle giving a "3" rating.

ADDITIONAL COMMENTS PROVIDED BY RESPONDENTS

REGIONAL DELIVERY SYSTEM DIRECTORS

- *All education is education for employment and vocational education should be an integral part of all education. It should have never been left out of the total education of an individual. Every student should be required to take at least one year of vocational courses. What makes physical ed. more important than some kind of course that could give an individual a marketable skill?*

- *Non-traditional helps to some extent, but high school students are not interested in being different by entering non-traditional careers. At their age they want to belong and be like their peers. But it does help to try!*

- *Education for employment policy, as it is presently defined and implemented, is moving vocational education backward and out of the mainstream. Specific job or even occupational area training is counter-productive to all that future indicators tell us and is, therefore, detrimental to any student preparing to move into the future. [ICoVE Member] . . . is wrong in his observations and probably does not understand the educational enterprise and its purpose.*

Community college deans gave no additional comments.

CONCLUSIONS

As a result of its review and evaluation of programs and services for special needs or targeted population groups, ICoVE drew several conclusions.

- Vocational education in Illinois spends a large portion, not only of its financial resources, but also of its human resources on programs and services for special populations.

- Vocational education works cooperatively with a variety of agencies and organizations in linking resources to expand services.

- Vocational education seems to work more extensively with external agencies and organizations to expand and coordinate services to special populations than with other departments within the Illinois State Board of Education itself.

- Special populations residing in concentrated population groups are more likely to have accessible special services than those in rural, sparsely populated areas. In inner-cities, transportation is often a barrier, and recruitment becomes more difficult.

- The secondary regional delivery systems have greater opportunities to service targeted groups than individual school districts because of the ability to pool resources and participants.

- A great deal of activity concerning special population groups is occurring. Considerable quantitative information about the services provided is available. Information about the results or impact of the services is not available.

- Some information about the impact on the individuals served is available (e.g. stayed in school, found employment), but the impact on the workforce and the workplace is not known.

- Illinois has areas of the state with high concentrations of special populations.

- Access to programs and services by special population groups appears to retain the most attention form the vocational education community. Little attention is given to the results of the programs and services.

- Slightly more than 1/3 of all the students served by vocational education are "at-risk."

- Successful efforts to attract minorities and females to vocational education have been made. The impact of programs and

services have not been adequately tracked to determine that extent to which the individual or the labor force was affected.

- Financial assistance, using both federal and state funds, have afforded many at-risk populations with an opportunity to continue their education after high school.

- Nearly one of every three incarcerated individuals participates in a vocational education program.

- Racial minorities participate in vocational education at the secondary level at about the same ratio as they exist in the total secondary enrollments. A lower percentage continue into postsecondary education. The percentage of minorities in both secondary and postsecondary vocational education is higher than in the existing labor force.

- The labor force will be dependent on minorities and women to fill job vacancies at the turn of the century, i.e. eight out of every ten available jobs.

- At risk population groups have been traditionally underserved by the educational community, including vocational education and therefore, many are ill-prepared to enter the high tech workforce.

- The number of teachers and instructors representing minority role models is limited in vocational education.

- Initiatives addressing problems related to dropouts and potential dropouts exist are sufficient in numbers, but coordination among the various efforts appears to be lacking, particularly outside of the vocational education and JTPA communities.

- The current workforce in Illinois is under educated to move into a workforce characterized by high tech, international markets, and increased productivity.

- One-fourth of the Illinois workforce has less than a high school diploma or GED.

- Over two million Illinois workers (about 40%) need to advance their educational achievement one level by the turn of the century to fill needed jobs in the work force.

- Incentives (such as child care, transportation, tuition and fees) for single parents and teen parents assist them to seek education and training needed for well-paying jobs.

- Federal funds support remedial education, tutors, notetakers, interpreters, special instructional materials, assessment, and career information for at-risk students to help them succeed in vocational education and employment.

- 80% of the special needs population are mainstreamed into vocational education but receive extra support services.

- The community colleges provide special support through a disadvantaged student grant program.

- English-as-a-second-language programs are provided to assist participants having limited English-speaking proficiency.

- Local level vocational education administrators believe graduation requirements and other school reform measures limit access to special populations less than to other students, but 80% of the secondary and 68% of the community college administrators believe they have "some" or "extensive" limits.

- Federal funds (Perkins) have had a strongly positive impact on service provided to special population groups.

- The State Board's Education for Employment Policy, including the secondary regional delivery system and the community college delivery system, have had a positive impact on services to the special needs population. An even greater impact is anticipated when the system is fully implemented.

RECOMMENDATIONS AND SUGGESTED ACTIONS

RECOMMENDATIONS

The Illinois Council on Vocational Education recommends the following action by the Illinois State Board of Education:

- Continue to emphasize access of vocational education programs and populations; monitor the results of those programs and services on both the individuals and the workplace.

- Determine education's role in helping to raise the educational achievement level of those 2,000,000 workers who need additional education by the year 2000.

SUGGESTED ACTIONS

The Illinois Council on Vocational Education suggests the following actions pertaining to programs and services for special populations through the secondary regional delivery systems and the community college systems:

- Give special attention and leadership to identifying and designing programs and services for special population groups. Consult the private sector throughout the process.

- Assume a leadership position in working to advance the educational achievement level of the existing Illinois workforce. Do this in cooperation with adult education leadership.

- Give attention to identifying the results of the services and programs provided in the EFE plan for special needs students.

- Provide leadership for recruiting special needs populations at all levels.

- Coordinate services whenever possible to avoid unnecessary duplication, including services available outside of education.

- Continue incentives to encourage at-risk populations to remain in school or return to school.

- Use in-service education to assist faculty working with special needs students to better understand students' needs and how to fill the need.

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